



Boston College Bulletin
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The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

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Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

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The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

Academic Resources

Audiovisual Facilities

University Audiovisual Services provides the academic program with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are sound systems, audio production services, film and video rentals, television recording and editing, graphics production and photographic production. Audiovisual Services also provides large screen TV display systems for support of video and computer based instruction. Several courses are taught in AV's television studio. Students make major

use of modern post-production editing equipment for their TV projects.

The Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to its 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The O'Neill Public Computing Facility is available to anyone with a currently validated BC identification card. There are approximately 150 workstations available providing access to a wide variety of hardware, applications and peripherals. Macintosh microcomputers are the most prominent feature of the facility. Some of the Macintosh workstations are available as standalone computers and others may be used to communicate with the VAX cluster of super minicomputers. There are also VT-type workstations that provide access to the VAX cluster. When using either a VT-type terminal or a Macintosh with communication capability, a user may also utilize the IBM mainframe computers for batch processing. Additionally, there are three IBM PC microcomputers and a Tektronics 4105 graphics terminal. The Facility is staffed with professionals and students who provide assistance with all aspects of computing; they may also refer users to the Information Processing Support staff, located in the Gasson basement.

The applications available on the VAX cluster include word processing, programming, statistical analysis, graphics production and database management. In the microcomputing environment, a similar array of software is distributed for use in the facility. Output may be produced on a variety of printing devices that range from high speed line printers for draft output, to high density dot-matrix printers for high quality graphics and text output, to laser printing when publication quality is necessary. The VAX cluster may also be accessed via a remote terminal which is equipped with either a modem or an AIM unit. This access is provided 24 hours a day, 7 days a week.

The Fulton Public Computing Facility (Fulton 108) is also available to anyone with a currently validated BC ID. This facility is equipped with 20 Macintosh microcomputers configured as standalone units and dot matrix printing capabilities.

The Gasson Walk-in Center, located in the Gasson basement, is a new addition to the set of computing facilities available at Boston College. The Walk-in Center will provide access to applications and workstations that approach the leading edge of technology.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections are approaching a total of one million volumes, and approximately 10,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over ten million records from the Library of Congress and from more than 6,000 contributing institutions.

Boston College is also among the first schools in the country to offer an online public catalog of its collection through a Geac Library Information System. This computer system provides instant access to information on over 85;pc of all library holdings, as well as supporting book circulation and acquisitions procedures. Students may now browse the catalog using video display terminals in all the libraries. In addition, the libraries offer customized computer searching of over 300 commercial data bases in the humanities, sciences, business, and social sciences.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The Thomas P. O'Neill, Jr. Library, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 750,000 book volumes, 7,000 active serials, 800,000 microforms and 100,000 government documents, as well as a growing audio-visual collection, and an excellent collection of reference and bibliographic works.

The Resource Center, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on that campus and a music listening facility.

The School of Social Work Library, McGuinn Hall, contains a collection of approximately 30,000 volumes, 400 periodical titles, and several thousand government documents, as well as social work theses and doctoral dissertations. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. Literature of psychiatry and the behavioral and social sciences is also represented.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically Anglo-American in character, the collection

also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW.

The recently renovated Bapst Library now houses **The Burns Library**, an outstanding collection of 50,000 rare books, over 1,000 literary manuscripts, and several hundred thousand pieces of literary correspondence and other archives. Rare books of special note are included in Jesuitana (1543-1773), Biblical and Patristic Studies, Classical Studies, The Irish Collection, the N. M. Williams Ethnological Collection of Black Caribbeana and Africana, the Pastoral Library of the First Church of Christ, Salem, Mass. (1629-1829), Catholic Life and Liturgy (1925-1975), the History of Printing and Publishing, Rex Stout, Thomas Merton, and British Catholic Authors including Hilaire Belloc, Eric Gill, Graham Greene, David Jones, Peter Levi, Alice Meynell, Coventry Patmore, Edith Sitwell, Francis Thompson, and Evelyn Waugh. Manuscripts and correspondence of note include those of Belloc, Merton, Sitwell, Greene, Stout, Thompson, Levi, Frederick Copleston, S.J., Francis Sweeney, S.J., David Goldstein, John Boyle O'Reilly, Patrick Collins, and Patrick Cahill. Archives of note include the Common Cause Society, The Boston Coordinating Committee on Desegregation (1975-1978), the Americans for Democratic Action, The Bookbuilders of Boston (1938-), The Eire Society of Boston, Anansi Folktales of West African Jamaicans, *The London Tablet* (1968-1980), The Coordinating Committee on Copyright Revision, The Authors League of America, The Helen Landreth Archive on the Irish Rebellion and The World War II Writers' Board.

The Geophysics Library, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, modular and apartment residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chestnut Hill campus. It also contains classrooms, dormitories, athletic areas and student service facilities.

Equal Opportunity in Education

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences. This policy of equal opportunity and non-discrimination in education underlies all of the graduate and undergraduate programs and services of the

University, including admissions, financial aid, housing, access to all course offerings, extra-curricular programs and activities, athletics, counseling and testing, health services and all other student services. The University's Office of Affirmative Action coordinates the implementation of this policy and is available as a resource to all students as well as faculty and staff.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences, the School of Social Work, and in the Graduate School of Management. The tuition in the Law School is due semi-annually by August 15, 1986 and by December 15, 1986. There is a \$100.00 late payment fee for payments received for first semester after September 26, 1986 and for second semester after February 6, 1987. There will be absolutely no late registration allowed after September 26,

1986 for first semester and February 6, 1987 for second semester.

Graduate School of Arts and Sciences**

Tuition per semester hour	\$ 280.00
Auditor's tuition per semester hour	140.00

School of Management, Graduate Division**

Tuition per semester hour	318.00
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Graduate School of Social Work**

Tuition	8350.00
Tuition per semester hour, MSW	230.00
Tuition per semester hour, DSW	265.00

Law School**

Tuition	9820.00
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**Students cross-registering in graduate programs pay tuition rates of the school in which they are registered.

Graduate General Fees

Acceptance Deposit	
Grad SOM—part-time	100.00
Grad SOM—full-time	200.00
Law School	200.00
Initial deposit with an additional \$400.00 due by June 1.	
Social Work—preliminary	100.00
Within two weeks of acceptance; an additional 200.00 by July 15.	
Activity fee—per semester	
full-time (7 credits or more per semester)	12.00
part-time (less than 7 credits per semester)	8.00
Application fee (non-refundable)	
Grad A&S	40.00
Grad SOM	40.00
Social Work	40.00
Law School	45.00
Certificates, Transcripts	2.00
Doctoral Comprehensive Fee—per semester	23.00
Continuation fee—per semester	
Ph.D. or D.Ed. Cand.	280.00
Master's Thesis Direction	280.00
Copyright fee (optional)	25.00
Graduation fee	
Master's degree or certificate	50.00
Doctor's degree	50.00
Laboratory fee—per semester	13.00-120.00
Late Registration	45.00
Microfilm and binding	
Doctoral thesis	65.00
Master's thesis	55.00
Registration fee—per semester (non-refundable)	15.00
Student Identification Card	10.00

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

Fees are not refundable.

Graduate tuition is cancelled subject to the following conditions:

1. Notice of withdrawal must be made in writing to:

University Registrar
Boston College
Lyons 101
Chestnut Hill, Massachusetts 02167

-
2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Students withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

by Sept. 12, 1986	80% of tuition charged is cancelled
by Sept. 19, 1986	60% of tuition charged is cancelled
by Sept. 26, 1986	40% of tuition charged is cancelled
by Oct. 3, 1986	20% of tuition charged is cancelled

Second Semester

Jan. 23, 1987	80% of tuition charged is cancelled
Jan. 30, 1987	60% of tuition charged is cancelled
Feb. 6, 1987	40% of tuition charged is cancelled
Feb. 13, 1987	20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request in writing that the Student Account Office issue a rebate.

Federal regulations issued by the Office of Education established procedural guidelines applicable to the treatment of refunds whenever the affected student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the National Direct Student Loan, the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Guaranteed Student Loan programs. In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

Financial Aid

Note: Institutional policy requires that all students who receive financial aid from or through Boston College will be required to file a Financial Aid Form. This requirement has always applied to students receiving various need-based Boston College or federal aid but has been expanded to other groups of students whose aid from Boston College has been awarded on a different basis (e.g., graduate students receiving all types of assistantships, stipends, fellowships, scholarships,

loans, etc.) The Financial Aid Form is required each year but the information provided does not affect the student's award unless the awarding department or agency chooses to make a need-based award.

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental principle of financial aid, however, that the student's first resource must be his or her own earning capacity, followed by the income and assets of his or her immediate family.

To enable the College to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the student and parent tax return and a Financial Aid Form (FAF) must be filed along with the Boston College Financial Aid Application. The FAF, tax returns, and B.C. financial aid applications must be filed each year whether or not the student has filed previously.

The College's estimate of a student's need is based upon an analysis of information supplied on the Financial Aid Form (FAF) and tax returns. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after aid has been awarded, the college may be required to adjust the total amount of aid accordingly. All financial aid resources are limited, and it is our intent to use these resources in such a way that the greatest number will benefit. Students are expected to report outside awards which they obtain.

Students are required to save \$1200 from summer earnings each year. Graduate students are expected to apply for a Guaranteed Student Loan through their bank as the first element in their financial aid package.

Most financial aid available through the Financial Aid Office (whether federal or state) is awarded primarily on the basis of financial need. Need is determined by using the forms indicated above and is re-examined annually. Students with the greatest need are generally given preference for most financial aid programs and thus tend to receive larger financial aid packages.

All financial aid recipients must be maintaining satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at B.C. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Specific information on the various programs, the conditions and procedures governing financial aid awards, and the various financial aid deadline dates, can be found in sources such as the chapter entitled Policies and Procedures of the Boston College Student Guide, or in the Boston College Financial Aid Application, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Book. Students are expected to be familiar with the contents of these sources as well as the other materials or documents which may be distributed by the Boston College Financial Aid Office.

Every student who receives funds through one or more federal student aid programs must complete the affidavit on the B.C. application form stating that all funds received through these programs will be used solely for educationally related purposes, and attesting to or confirming his/her understanding of various other conditions.

The following types of aid are available individually or in combination:

National Direct (formerly Defense) Student Loans

Amounts awarded are based on need. Graduate students are limited to a combined total of \$12,000 for undergraduate and graduate years.

The loan is interest free until repayment begins, six months after graduation. The interest charge is 5% on first-time loans disbursed after October 1, 1981.

Some loans may be subject to previous interest rates: prior to October 1, 1980 the interest was 3%; on October 1, 1980 an interest rate of 4% became effective.

Deferment or cancellation is allowed under certain conditions. Information on deferment and cancellation provisions can be obtained by contacting the Student Loan Office, More Hall 302.

Nursing Student Loans

At least half-time students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 6% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service or Peace Corps service.

Loans disbursed prior to August 13, 1981 carried an interest rate of 3%.

Nursing students are encouraged to seek other sources of loans (e.g. GSL) due to limitations of funds in this program.

College Work-Study

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least half-time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies. Students are limited by B.C. to 15-20 hours per week during the school year and 35-40 hours per week during the summer or other school vacations and are paid on a weekly basis. Eligibility is based on need and earnings must be related to total educational costs. Students must be awarded Work-Study by the Financial Aid Office for each work period before they can be authorized for employment by the Student Employment Office. For more information on this process, please consult the list of important dates and deadlines published by the Financial Aid Office.

Student Employment Program

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than a portion of

tuition during the course of the year in this fashion.

Since all on-campus regular employment of any kind must be counted as a resource, students receiving other financial aid should check with the Financial Aid Office to be sure that additional earnings will not jeopardize the other financial aid awards.

Students should consult the Student Employment Office for more employment information.

Job Locator Program

The Job Locator Program offers over 400 part-time, non/work-study positions. Full-time positions are posted for the Summer period. Most positions are off-campus jobs with local businesses offering varying rates of pay. The Job Room is open to any Boston College student who registers for the program in Lyons Hall, Room 220.

Guaranteed Student Loan (GSL)

This is a low interest loan made available to students through local banks. Students apply directly through a bank, preferably one that they or their family have dealt with in the past.

Effective January 1, 1980 the interest rate was raised from 7 to 9 percent for *new* borrowers. On October 1, 1983, the interest rate dropped to 8 percent for new borrowers. Students who carry 7 percent loans have a 9 to 12 month grace period. Loans at the 8 or 9 percent rate carry a grace period of 6 months.

Borrowing through this program became "need-based" as of October 1, 1981. Under the new regulations a student is eligible if the adjusted gross family income is \$30,000 or less, or if over \$30,000 and there is determined to be need. Therefore applicants must file a complete *Financial Aid Application* (including FAF, B.C. application and tax returns to be used in the need determination.)

Undergraduate students may borrow up to \$2,500 per academic year to a maximum of \$12,500. Graduate and professional students may borrow up to \$5,000 per year to an aggregate undergraduate and graduate total of \$25,000.

PLUS/ALAS Loans

This loan program originally called Parent Loans for Undergraduate Students (PLUS), may now be called Auxiliary Loans to Assist Students (ALAS). Parents may borrow up to \$3,000 per year per dependent child to a maximum of \$15,000.

Effective October 1, 1981 independent and graduate or professional students may borrow if they meet the bank's lending criteria. Undergraduate independent students may borrow the difference between \$2,500 and their Guaranteed Student Loan. Graduate students may borrow up to \$3,000 in addition to a Guaranteed Student Loan. The maximum aggregate PLUS/ALAS loan is \$15,000.

Repayment begins within 60 days after disbursement at 12% interest. There is no in-school interest subsidy on these loans.

Note: Students should be aware that their total resources (family and student contribution plus assistance awarded by the school) combined with the Guaranteed Student Loan and/or PLUS/ALAS Loan may not exceed their educational budget for any year.

Massachusetts Family Education Loan

The Family Education Loan Program (FEL), through the Massachusetts Education Loan Authority, allows the families of students, either the parents or the spouse) to borrow up to 75% of cost, less other educational borrowing. The loan repayment begins immediately and extends over a 15 year period. Eligibility is based upon financial factors and credit criteria which parallels industry standards. Applications are available in the Financial Aid Office.

Massachusetts Graduate Education Loan

The Graduate Education Loan Program (GEL) also through the Massachusetts Education Loan Authority, allows graduate students to borrow on their own behalf with deferment provisions. The student is allowed to borrow up to direct costs (tuition, books and fees), based upon credit worthiness. Applications are available in the Financial Aid Office.

Massachusetts Graduate Grant Program

The Massachusetts Graduate Grant Program is available to all full-time students in the Graduate School of Arts and Sciences, the Graduate School of Social Work and the Graduate School of Management with established Massachusetts residency. These need-based grants range from \$500-\$4000 per academic year. Students applying for the grant must file a complete financial aid application.

Law School Assured Access Program

In July, 1983, the Law School Admission Council introduced the Law School Assured Access Program (LSAAP). Under this program, an eligible Law student may borrow \$5,000 in Guaranteed Insured Loans (GSL) and an additional \$3,000 in Auxiliary Loans (ALAS). Applications are available at the Law School or in the Financial Aid Office.

Outside Scholarships

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

Student Services

AHANA Student Programs

(Afro-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an academic disadvantage. Among the services provided are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs.

Athletics

The objective of the Boston College Athletic Association is to provide members of the

entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

Career Center

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations as well as to alumni.

For those seeking directions in choosing a career field, the Center offers workshops in Career/Life Planning as well as individual counseling. The Center's Career Resource Library contains books, files, and videotapes, as well as DISCOVER, an easy-to-use computerized career guidance system.

The Alumni Career Network, composed of 1,000 alumni volunteers who host students in their workplaces, provides an opportunity to hear on-the-job realities from a large variety of career fields.

Students wishing to integrate course work with practical work experience can participate in the Boston College Internship Program, located in the basement of the Center.

For the job hunter, the Career Center provides group and individual assistance in resume writing, interview preparation, and job hunting strategies; an on-campus recruiting program; current job listings; and a credentials service.

Graduate students are encouraged to visit the Career Center at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, Ext. 3475.

Counseling and Mental Health Services

The Counseling Services (three units), located on the middle campus, provides assistance to full-time students in matters pertaining to personal adjustment, vocational decisions and mental health problems. Provisions for short-term individual counseling and psychotherapy are included among the services. The Counseling Services provides also a limited number of counseling groups each year. Students desiring to consult a counselor may request an appointment at any one of the Counseling Offices on campus (Gasson 108; Fulton 205; Campion 301).

Psychiatric consultation and treatment are available, normally without cost to the student, through the College Mental Health Center of Boston, a non-profit psychiatric

facility affiliated with Boston College. Students may request a referral from any of the campus Counseling Offices, the Health Services Clinic, or may contact the College Mental Health Center directly for an appointment at 262-3315.

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, judicial affairs, off-campus and commuting student affairs, international student services, and orientation. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, the judicial process, and the Administration-On-Call program.

Dining Services

The University offers service in five dining area locations for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Eagles Nest and Lyons Hall on Middle Campus, Stuart Hall at Newton, and Walsh Hall on Lower Campus. In addition students may use their Meal Plan in all the a la carte cash-type facilities also available to non-board students. Additional plans may be purchased at a reduced price beyond the Base Plan, if required, by any student. Optional Plans are also available to non-board students. The cost of the Base Plan for the year 1986-87 is \$1,035 per semester.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton, Walsh Hall, 66 Comm. Ave. and Greycliff dormitories. The Board Plan Office, 552-3533 or Ext. 3533 will provide information on request which may be very helpful to those who do not understand the Meal Plan. A Dietitian is available to those students with special dietary needs or restrictions by calling 552-3178 or Ext. 3178.

Graduate Student Association

The Graduate Student Association (GSA) is a representative body of graduate students from Arts and Sciences, the School of Social Work, and the School of Management. Graduate students in most of the schools and departments have their own association or student collective, but the GSA serves as the university-wide graduate student organization.

The primary purpose of the GSA is to coordinate and augment the efforts of students, graduate organizations, faculty, and administrators in improving graduate student life and more fully integrating graduate students in the overall Boston College community.

Graduate departments and other graduate student organizations from the Department of Education, School of Management, and School of Social Work elect a representative(s) to the GSA Council. This council works closely with the GSA staff to strengthen the collective voice of graduate students in matters concerning their welfare on campus. At present there are over thirty representatives on the Council.

The GSA sponsors numerous social, cultural, and educational events for graduate students. The GSA now publishes a graduate student

newspaper, The Graduate Exchange, that keeps people informed of GSA events, as well as providing graduate students with information about university actions or activities which are of interest. At the beginning of each semester the GSA sponsors an orientation program for all graduate students.

The GSA maintains an office in Hovey House. At this time the university does not offer any lounge space for graduate students to meet and socialize.

The GSA obtains its financial resources by assessing each graduate student an activity fee of \$12.00 per semester for full-time students and \$8.00 per semester for part-time students.

Health Services

The primary goal of the Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Graduate students may sign up for the health services by coming to the Health Services Office in Cushing Hall, Room 119.

The service includes various clinics: a walk-in clinic, medical, surgical, orthopedic, allergy and immunization clinics as well as a wart clinic. The In-Patient Infirmary is open 24 hours a day when school is in session.

The Health/Infirmary Fee is not a substitute for a health insurance policy. The University strongly recommends that all students be covered additionally by an appropriate health insurance policy for hospital care and diagnostic testing. Information is available at the Health Services Office, Cushing Hall, Room 119.

Academic Regulations

Note: In addition to being familiar with the Academic Regulations listed below, students are expected to know the Academic Regulations of their school as printed on subsequent pages of this Bulletin, or in the appropriate individual school's Bulletin.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Graduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

Grading

In each graduate course in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, or C. In addition, students in the Law School may

receive grades of C+, C-, and D. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory. For Law School students, the grades of C- and D may be awarded for work which is passing but unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. Note: Students should consult the Academic Regulations section of their own school, or the appropriate Bulletin, for academic standards which apply to their individual degree programs. (Field Instruction in the Graduate School of Social Work, for example, is graded on a Pass/Fail basis. A Pass/Fail option is available for a limited number of other courses, as stipulated by the School).

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete (I) for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the appropriate Dean for an exception. The Graduate School of Social Work requires that any faculty member asked, and agreeing, to extend an Incomplete for more than 30 days after the original exam/paper deadline, submit a designated explanatory form to the office of the Dean. A G.S.S.W. student who fails to remove an Incomplete within the 30 days, or to secure the extension form from the respective faculty member, will receive an F for the course. A Law School student who fails to remove an Incomplete for any course prior to graduation will receive an F for the course.

Any Incomplete grade which is turned in to the Registrar's Office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Student Absences for Religious Reasons

Any student who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University.

Withdrawal from a Course

Students who withdraw from a course after the registration, or confirmation of registration, period but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students

will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form, available in the University Registrar's Office. All degree

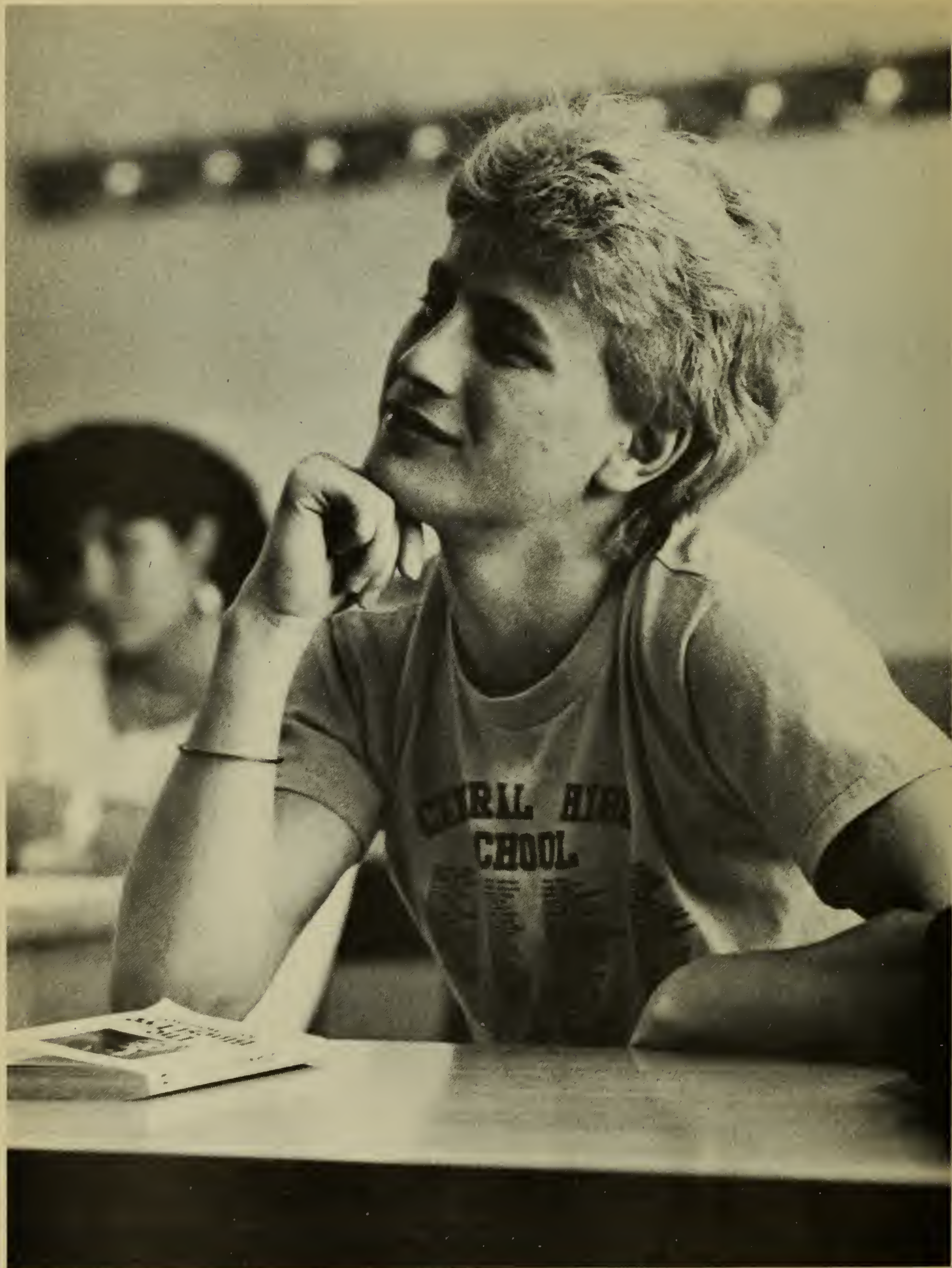
candidates must register each semester until the degree is completed. Degree candidates not wishing to register for a given semester must file the Leave of Absence Form with the University Registrar.

To assure reenrollment for a particular semester following a leave of absence, students must notify the University Registrar's Office and the Dean's Office of their individual school about their intention, at least six weeks in advance of the start of that semester. Students seeking reenrollment in the Graduate School of Social Work should refer to the School's readmission procedure in the Readmission section, below.

Readmission

Students who desire readmission will initiate the process in the University Registrar's

Office, Lyons Hall. Applications for readmission should be made there, and the readmission fee paid, at least six weeks before the start of the semester in which the former students seek to resume study. NOTE: Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least *one semester* before their intended return to insure appropriate class and field placement. The appropriate Dean's Office will make the decision on the readmission application, and the Registrar's Office will notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.



Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English.

General Information

The Graduate Admissions Office, McGuinn Hall 221 is open from 9:00 to 5:00, Monday through Friday, to assist persons making preliminary inquiries. Applicants who are U.S. citizens or permanent U.S. residents may obtain their application materials from the department to which they are applying or from the Graduate Admissions Office. Non-U.S. citizens should obtain their application materials from the Graduate Admissions Office.

The Boston College Bulletin may be obtained from the departments or from the Graduate Admissions Office. The Schedule of Courses Booklet is published by the University Registrar prior to each semester's registration period. The Foreign Student Office, the Office of the Dean for Student Development, and the Graduate Student Association Office provide non-academic services for students.

Master's Degree Programs

Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but with the approval of his or her major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under Transfer of Credit.

Language Requirement

The extent and nature of the language requirements are the responsibility of the

department concerned. See departmental description.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination which may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or director. The following grading scale is used: pass with distinction (PwD), pass (P), low pass (LP), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the Registrar's Office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Graduation Form should be filed with the Registrar in accordance with the dates indicated in the academic calendar in the *Boston College Bulletin*. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Registrar's Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted theses become the property of Boston College but the University does not limit the author's right to publish results.

Time Limit

The student is permitted *five consecutive years* from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work, thesis direction or for Master's comprehensive in any given semester must request a leave of absence for that semester. Leaves of absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence Form from the Registrar and submit this form to that office for the Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the Readmission form with the Registrar's Office, and pay the readmission

Graduate School Programs and Degrees

Depts. of Instruction	Ph.D.	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.	C.A.G.S.
Biology	X				X	X			
Chemistry	X				X	X			
Classical Lang.			X	X					
Economics	X		X	X					
Education	X	X	X	X		X	X	X	
English	X		X	X					X
Geology & Geophysics					X	X			
History	X		X	X					
Mathematics			X			X			
Nursing					X				
Philosophy	X		X						
Physics	X				X	X			
Political Science	X		X	X					
Psychology	X								
Romance Lang.	X		X	X					
Slavic & Eastern Lang.			X	X					
Sociology	X		X	X					
Theology	X		X						
American Studies			X	X					
Med. Studies			X						
Slavic Studies			X						
Religious Ed. & Pastoral Ministry	X		X				X	X	

fee, at least 6 weeks prior to the semester in which they are expected to re-enroll.

Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

Plan A: combines graduate study with a year of teaching internship.

Plan B: combines a year of graduate study with a period of apprenticeship.

Plan C: for an experienced teacher or graduate from a School of Education without teaching experience.

For additional information see the Department of Education subsection: Secondary Education.

Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of Education. Also required is a research paper in the area of specialization. General requirements regarding credits, language, time limit, and Leave of Absence for the Master's Programs described above are applicable to these degrees.

Special Programs

Master of Arts in American Studies—See departments of History, English, Political Science and Sociology.

Master of Arts in Medieval Studies—See departments of History and Romance Languages.

Master of Arts in Slavic Studies—See department of Slavic and Eastern Languages.

Certificate of Advanced Specialization (C.A.E.S.)—See department of Education and the Institute of Religious Education and Pastoral Ministry.

Certificate of Advanced Graduate Studies (C.A.G.S.)—See department of English.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found in this catalog under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should assimilate the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at

the University, is required. A full semester is ordinarily taken to mean 4 three-credit courses. A plan of studies which meets this requirement must be arranged by the student with the department. The residence requirement may not be satisfied, in whole or in part, by summer session attendance only.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Preparing for Comprehensives

Students frequently spend one or two semesters preparing for comprehensive examinations following the completion of their course requirements. During this interim period students should register for course No. 998, Doctoral Comprehensive, for which only the registration fee and the activity fee are required. No credit is granted.

Comprehensive Examinations

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with highest distinction (PwHD), pass with distinction (PwD), pass (P), and fail (F); one of these four grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the Registrar's Office and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a *doctoral candidate* by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation which embodies original and independent research, and demonstrates advanced scholarly achievement. The subject of the dissertation must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments.

Acceptance of the Dissertation

As soon as possible after a student's admission to candidacy, a dissertation committee will be appointed by the Dean to judge the substantial merit of the dissertation. The dissertation committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The dissertation shall be defended by the candidate in a public oral examination.

Official approval of the dissertation by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. The two signed copies of the dissertation should be filed in the Registrar's Office on the date committee approval is given. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Dissertation Publication

Doctoral candidates should report to the Registrar's Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the Doctor's degree must be completed within *eight consecutive years* from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

Requirements for the Degree of Doctor of Education

Requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications. Three years of teaching experience are required as a prerequisite for the degree. There is no foreign language requirement, but technical competence in research methods and in statistics is required. There are eight approved major fields of concentration leading to the Doctor of Education degree: 1) Special Education; 2) Educational Psychology; 3) Educational Research; 4) Administration and Supervision; 5) Higher Education; 6) Psychology and Measurement; 7) Curriculum and Instruction; 8) Counselor Education and Counseling Psychology.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should make application to the Dean who will determine if there are available resources in the University for such a program.

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium schools are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

Admission

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: Degree students (degree-seeking) and Special students (non-degree-seeking).

The credentials required of all Degree applicants are: 1) A1 form accompanied by the non-refundable application fee payable to Boston College Graduate School, and 2) a completed application form (Form 2); letters of recommendation and official college transcripts. For possible additional required credentials, e.g. GRE scores etc., consult the requisites of the Department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Special applicants are normally required to submit only: 1) A1 form accompanied by the non-refundable application fee payable to Boston College Graduate School, and 2) a completed application form (Form 2) and official college transcripts. For possible additional required credentials, consult the requisites of the Department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.* Special students may apply and be accepted later as Degree students. In this event, no more than 12 credits earned as a Special student will be accepted as a part of the degree program.

Degree and Special students are not admitted officially until the completed application form has reached and been approved by the Director of Graduate Admissions. Admission should not be presumed without receipt of official notification from the Director.

Degree-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental master's, C.A.E.S., C.A.G.S., and doctoral programs.

For the necessary application forms and information, *Domestic Students* (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest, or to the Graduate Admissions Office.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School Office, McGuinn Hall 221.

If one's department of interest has requirements involving the Graduate Record Examination (GRE), Miller's Analogies Tests, etc., information regarding these tests may be obtained from:

The Center for the Study of Testing, Evaluation and Educational Policy
Boston College
Chestnut Hill, Massachusetts 02167

Information on the GRE tests also may be obtained from:

Educational Testing Service
Box 955
Princeton, New Jersey 08540
Educational Testing Service
1947 Center Street
Berkeley, California 94794

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the Graduate Admissions Office, McGuinn Hall 221.

Unless other dates are indicated by individual departments/divisions, the completed applications for admission should be on file by April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Applications for admission which involve a request for financial aid should be on file in the department concerned by March 15.

If, after five or six weeks following application, domestic students have not received word concerning the status of their application, they should make inquiries to their department or to the Graduate Admissions Office regarding the completeness of their files.

Foreign Students (non-U.S. citizens who are not permanent residents of U.S.)

Foreign students seeking admission should write to the Boston College Graduate School of Arts and Sciences requesting the International Student Application Forms.

Foreign students should send all their completed application materials to:

Graduate School of Arts and Sciences

Graduate Admissions Office
Boston College
Chestnut Hill, Massachusetts 02167 U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

All foreign student-applicants for whom English is not the first language should plan to take the TOEFL (Test of English as a Foreign Language) Examination, and direct that their score be forwarded to the Graduate School by The Educational Testing Service. Ordinarily, a score of 550 on this examination is expected by the Graduate School for admission. Information about this examination can be obtained from the Educational Testing Service (see above for address).

Applications for admission which do NOT involve a request for financial aid should be sent to the Graduate School Office by April 15 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be sent to the Graduate School Office by February 15. No requests for financial aid will be considered for January admissions.

If, after seven or eight weeks following the submission of all application materials, foreign students have not received word regarding the status of their applications, they should address the Graduate School Office for information concerning the completeness of their files.

Acceptance

Announcements of acceptance or rejection are sent out on a rolling basis after the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Director of Admissions.

Registration

Students in the Graduate School of Arts and Sciences have the option of registering for courses in person or by mail. Continuing degree students will be mailed registration material approximately one month prior to the beginning of each semester. New degree students and special students should come to registration, which is usually held throughout the second week of classes. The dates, time and place of registration will be listed in the *Schedule of Courses Booklet* which is published one week prior to the beginning of each semester.

Before coming to registration all students should see their department advisor or chairperson to discuss a program of study and obtain approval for courses. Voucher recipients should obtain the appropriate forms prior to registration. Full payment must be made at the time of registration.

Students registering by mail will receive a receipt by return mail. Those who register in person will register and make payment in one central location. For information on graduate tuition and fees refer to the Graduate Tuition and Fees section. In addition to the tuition

cost, all students must pay the registration fee and student activities fee.

Students who have begun the process of applying as degree or special students but who have not received notification of admission, may at their own risk register and attend classes. Such students must sign a legal agreement at registration to complete the application process within six weeks of registration. In cases where such students fail to meet the requirements for admission, no refunds will be granted and no grades will be released.

After registration, no addition of courses, change from credit to audit or audit to credit are permitted. Students may withdraw from a course up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the three weeks following registration. See Tuition and Fees section for specific refund dates.

Record of Registration

During the fifth week of classes, students will be mailed a copy of their Record of Registration. The record will show the student's complete registration. Students should report immediately any errors in their registration by bringing their receipted copy of the registration form to the University Registrar's Office, Lyons 101. When corrections have been made on the Record of Registration, an updated copy will be mailed to the student. Students are responsible for verifying the accuracy of their Record of Registration; they will be graded in the courses indicated on that record.

Academic Regulations

Academic Integrity

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication.

Grades

In each graduate course (exclusive of Thesis Seminar 801) in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

Withdrawal from a Course

To withdraw from a course after registration, a graduate student should pick up a Course Change Authorization Form in the

University Registrar's Office, Lyons 101. The student should obtain an authorization signature from the department chairperson and also from the Dean of the Graduate School. After obtaining those authorizing signatures, the student is to return the form to the Registrar's Office.

For students who officially withdraw from a course during the registration period, no recording entry will appear on the permanent record. After the registration period but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period shall receive a final grade in the course.

For specific dates, please refer to the refund schedule on page 6 of this Bulletin.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an I (Incomplete). Except for extraordinary cases, the grade of Incomplete(s) shall not stand for more than four (4) months.

Any Incomplete grade which is turned in to the Registrar's office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Semester Examinations and Grade Reports

Seminars and teacher-training courses may or may not have a semester examination. Discretion is left to the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio (WBZ, WHDH) generally by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transcript Requests

Transcript requests in writing should be addressed to the University Registrar. The student should indicate his or her full name and should specify whether he or she is currently enrolled, on leave of absence, withdrawn, or graduated. A fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

Change of Name and Address

Students are responsible for maintaining their current name and address on file in the Registrar's Office.

Transfer of Credit

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer

credits. Only courses in which a student has received a grade of B or better will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

Graduation

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Form in the Registrar's Office by the deadline stated in the Academic Calendar. The graduation fee is due at this time. For students who sign up and pay for graduation but for some reason do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and January Graduations

Graduate students who have completed all degree requirements by September 1 or January 2 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. The deadline for filing the graduation form in the Registrar's Office is July 8 and December 1. As there are no commencement exercises in January or September, the names of those receiving degrees will be included in the program of the following May commencement.

Financial Aid

Academic Grants

A variety of fellowship grants and scholarships is available to aid promising students in the pursuit of their studies, including: University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Remission Scholarships. Grants to first-year degree students vary by discipline, but can be as large as \$8,000 plus full tuition. Please refer to the Financial Aid Section in the University Section at the beginning of this Bulletin for more information on filing requirements (i.e. completion of the Financial

Aid Form (FAF), etc.). Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

University Fellowship

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to full remission of tuition, do not normally require specific services.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend and also a scholarship in the form of tuition remission. The stipend is adjusted to the academic qualifications and degrees of the recipient. The Teaching Fellow, in addition to the graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Assistantships are available in most departments. Requests for Assistantships should be included with other materials that are submitted to the Admissions Office. Requests received after March 15 will be accepted, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining Assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). Generally, the Assistants in natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Assistantships provide a stipend and generally include full remission of tuition. Laboratory fees are remitted to science Assistants, but they are responsible for other normal Graduate School fees.

Research Assistantships

Research Assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the department.

Tuition Remission

Since appointments as Teaching Fellows or Graduate Assistants ordinarily are made on the basis of academic achievement, scholarships in the form of tuition remission usually accompany such University appointments.

In addition other scholarships in the form of tuition remission are available for a limited number of students.

Procedures for Grant Recipients

Teaching Fellows and Assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairperson of the department and approval of the Dean of the Graduate School.

At the opening of each school year, or at whatever other time a grant may be awarded, recipients must report to the Payroll Office to fill out personnel cards and tax information forms.

A grant recipient who relinquishes a Fellowship, Assistantship or tuition remission must report this matter in writing to the department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Graduate Programs American Studies

Faculty

The American Studies Faculty Caucus for 1986-87:

Professor Judith Smith (Director), English
Professor Cecil Tate, English
Professor John Randall, English
Professor Robert Kern, English
Professor Leonard Casper, English
Professor Richard Schrader, English
Professor James Wallace, English
Professor Alan Lawson, History
Professor Janet James, History
Professor Judith Smith, History
Professor Maceo Dailey, History
Professor Thomas O'Connor, History
Professor Carol Petillo, History
Professor Christopher Wilson, History
Professor Jeffery Howe, Fine Arts
Professor Ted Aiken, Fine Arts
Professor Seymour Leventman, Sociology
Professor Dennis Hale, Political Science
Dean Carol Hurd Green, Arts & Sciences

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating departments include English, History, Political Science, Sociology and Fine Arts. Admission of any applicant will be determined by *both* the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a year-long colloquium and seminar in the literature and practice of American Studies. In addition the student is required to take twelve hours of graduate work in his major field, and nine in a field related to that major interest. A culminating Master's project will allow the

student, in consultation with an advisor, to pursue a topic of special interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his ability to synthesize several areas of knowledge. We also offer a M.A.T. degree.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area. In recent years, the Program has sponsored a Teacher's Institute in Boston history, and the Architectural Heritage Program's summer course sponsored by the Commonwealth of Massachusetts.

Applicants are asked to acquire application materials from the department which will be their major field of concentration.

Course Offerings

Students construct their program from Americanist offerings in cooperating departments, in addition to the two-course core sequence:

As 724 Graduate Core Colloquium: An Introduction to The Literature of American Studies (F: 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state.

As 990 Graduate Core Seminar (S: 3)

Each year the American Studies Committee approves a seminar topic which provides the focus for interdisciplinary work. After several weeks of common reading within this topical area (e.g. American Culture in the 1920s), students pursue individual research topics of their own choosing. Normally, the topic serves as a research essay for the course; in some instances, however, it may also provide the basis for the Master's Project. With the permission of the instructor, this course is open to all students in cooperating departments.

Interested students may inquire about the Program by writing directly to: Director, American Studies Program, Boston College, Chestnut Hill, MA 02167.

Biology

Faculty

Professor Maurice Liss, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Professor Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Professor William D. Sullivan, S.J., A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

Professor Yu-Chen Ting, A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Associate Professor Maria L. Bade, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Associate Professor Walter J. Fimian Jr., A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Associate Professor James J. Gilroy, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Associate Professor Jonathan J. Goldthwaite, B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Associate Professor Joseph A. Orlando, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Associate Professor William H. Petri, A.B., Ph.D., University of California, Berkeley

Associate Professor Donald J. Plocke, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor R. Douglas Powers, Chairman of the Department A.B., SUNY; Ph.D., Syracuse University

Associate Professor Allyn H. Rule, B.S., Central Connecticut College; A.M., Ph.D., Boston University

Associate Professor Thomas N. Seyfried, B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Associate Professor Chester S. Stachow, B.S., M.S., Ph.D., University of Manitoba

Assistant Professor Anthony T. Annunziato, B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Assistant Professor Mary Kathleen Dunn, B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Assistant Professor Joseph S. Levine, A.B., Tufts University; A.M., Boston University Marine Program; A.M., Ph.D., Harvard University

Program Description

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined in the Graduate School of Arts and Sciences section of this Bulletin, must be met.

Requirements: The minimum required curriculum for Ph.D. students includes Biochemistry, Biochemistry Laboratory and one advanced course in each of the following three areas: physiology, microbiology and genetics. Ph.D. students are required to take at least four seminar courses (those numbered 800-899). The minimum required program for M.S. students consists of Biochemistry, Biochemistry Laboratory, and advanced courses in two of the three areas listed above. In addition, M.S. candidates are required to take one seminar course. Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. They should contact the Department Chairperson for information concerning the research paper and comprehensive examination requirements.

Sonntag Institute for Cancer Research

The Sonntag Institute for Cancer Research offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

Course Offerings

An asterisk after the course title indicates that a course carries a laboratory fee. Courses numbered 500-599 are for undergraduate and graduate registration.

Bi 510 General Endocrinology (S: 3)

Prerequisite: Consent of instructor

The course consists of a study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

Jolane Solomon

Bi 515 Biophysical Chemistry (F: 3)

Lectures on the properties and functional and interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

Donald J. Plocke, S.J.

Bi 530 Somatic and Haploid Genetics (S: 2)

A general survey of the most recent developments in haploid and somatic genetics. It emphasizes in vitro studies on both plant and animal materials.

Yu-Chen Ting

Bi 531 Somatic and Haploid Genetic Laboratory (S: 1)

One two-hour laboratory per week. Required of all students taking Bi 530.

Yu-Chen Ting

Bi 538 Biology of Cell Cycle (F: 3)

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

William D. Sullivan, S.J.

Bi 540 Immunology (F: 3)

Prerequisites: General Biology, Inorganic Chemistry

The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week.

Allyn H. Rule

Bi 548 Comparative Animal Physiology (S: 3)

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live and on the previous solutions to the problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Maria L. Bade

Bi 552 Developmental Neurobiology (F: 3)

Prerequisites: Bi 200-2-2, Bi 300 and Bi 310.

This course surveys the development of the vertebrate nervous system at the organismal, cellular and subcellular levels. Emphasis is placed upon the origin of neurons and glial cells and on their cell-surface interactions during development. The influence of hormones and gene mutation on nervous system development is also covered. Two lectures per week.

Thomas Seyfried

Bi 556 Developmental Biology (S: 3)

Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes.

William H. Petri

Bi 570 Nucleic Acid Biochemistry

Prerequisite: Bi 302 (Molecular Genetics), and two semesters of Biochemistry or equivalent (Bi 435 plus Bi 440; or Ch 561 PLUS Ch 562); or permission of instructor.

This course provides an in-depth treatment of the molecular biology and biochemistry of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. The emphasis will be on the primary scientific literature, covering such topics as nucleosome and chromatin structure, DNA replication, gene regulation and transcription, and RNA processing.

Anthony T. Annunziato

Bi 600 Biochemistry (F: 2-S: 2)

Physical and chemical properties of proteins and nucleic acids; enzymology; chemistry and metabolism of carbohydrates, lipids, amino acids and nucleotides; control mechanisms and biosynthesis of nucleic acids and proteins. One lecture per week.

*Maurice Liss
Chester Stachow*

Bi 601 Biochemistry Laboratory* (S: 1)

One laboratory period per week. To be taken in conjunction with Bi 600.

Chester Stachow

Bi 654 Developmental Genetics (S: 3)

Prerequisites: Bi 300 and 456, or permission of instructor

A review of the major questions in developmental biology with a consideration of the necessity for genetic analysis to answer those questions. Specific examples of current research including pattern formation, hormonal control of development, determination and differentiation, transdetermination, totipotency and differential gene activity.

William H. Petri

Bi 658 Advanced Physiology (S: 3)
A study of physiological control mechanisms. Emphasis is on the structure and function of the mammalian cell membrane, its role in the maintenance of cellular and organismic homeostasis, and its importance in the regulation of reproduction.

R. Douglas Powers

Bi 742 Biology of Ultrastructure (S: 2)
The assembly, continuity and exchanges in certain cytoplasmic membrane systems; the origin and continuity of mitochondria, plastids, golgi apparatus, microtubules, endoplasmic reticulum and other ultra-structural changes during the cell cycle and division will be discussed. Two lectures per week.

William D. Sullivan, S.J.

Bi 743 Laboratory in the Biology of Ultrastructure* (S: 2)
A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, formvar and carbon coating, shadow casting, staining, radioautography and interpretation of electron micrographs.

William D. Sullivan, S.J.

Bi 746 Immunochemistry: Principles of Ligand Assay (S: 3)
This course begins with a review of the fundamentals of immunology, the nature of immunity, the structure and function of antibodies as well as cell interactions with antigen. The topics progress to those which include: monoclonal antibodies, antigen purification and characterization, immunization for antibody production, preliminary and advanced assessment of antibody-antigen reactions, and labeling technology. Additional topics include principles of nuclear physics, instrumentation, safety measures in the ligand laboratory, principles of receptor, radioimmunoassay, fluorimetric and enzyme immunoassays; and related topics such as: data management, quality control, assay validation, design of RIA, trouble shooting ligand assays, clinical applications of ligand assays and new trends in immunoassays. This course presupposes a background which includes basic organic chemistry, general biology and immunology or the permission of the instructor. This course meets 6:30-9:30 for 3 credit hours. Offered biennially.

Allyn H. Rule

Bi 750 Bacterial Physiology and Metabolism (F: 3)
Prerequisite: Bi 600 and Bi 310, or consent of the instructor
A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week.

James J. Gilroy

Bi 760 Biochemical Control Mechanisms (S: 3)
Prerequisite: Bi 600 or equivalent

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week.

Chester S. Stachow

Bi 799 Readings and Research (F, S: 3, 3)
By arrangement *The Department*

Bi 801 Thesis Seminar (F: 3-S: 3)
A research problem for M.S. candidates of an original nature under the direction of a member of the staff.
By arrangement *The Department*

Bi 802 Thesis Direction* (F: 0-S: 0)
A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.
By arrangement. *The Department*

Bi 814 Seminar in Bacterial Metabolism (F: 2)
Special topics in Bacterial Metabolism. Offered biennially. *James J. Gilroy*

Bi 816 Seminar in Metabolic Interrelations
A study of metabolism on the cellular, tissue and organism levels.
Joseph A. Orlando

Bi 818 Current Topics in Virology
Presentation and discussion of selected papers in virology, with emphasis on animal viruses. Offered biennially. *Maurice Liss*

Bi 820 Seminar in Cytogenetics (F: 2)
Discussions on current developments in cytogenetics. Offered biennially, Fall 1986. *Yu-Chen Ting*

Bi 824 Seminar in Physiology
Discussion of recent topics in mammalian physiology with emphasis on the regulation of reproduction. Offered biennially. *R. Douglas Powers*

Bi 828 Seminar on the Functional Role of Metals in Biological Systems
A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships. *Donald J. Plocke, S.J.*

Bi 848 Cellular Immunology
A discussion of cells, cell receptors and cell products involved in the immune response, delayed hypersensitivity, immediate hypersensitivity, and clotting. Offered biennially, Fall 1987. *Allyn H. Rule*

Bi 852 Current Topics in Plant Physiology (S: 3)
Reading, seminar reports, and discussion of selected aspects of current research in experimental plant science. Offered biennially. *Jonathan Goldthwaite*

Bi 856 Immunochemistry of Antigens
Prerequisite: Immunology or permission of instructor
Seminars related to antibody classes, their structure, active sites, function and synthesis; the evolution of antibody synthesis, allotype and idiotype. Offered biennially, Spring 1988. *Allyn H. Rule*

Bi 858 Immunochemistry of Antibodies (S: 2)
Prerequisite: Immunology or permission of instructor
Seminars pertaining to antigens, their specific determinants and their interactions with antibodies. Quantitative immunochemical methods for measurement of antigen-antibody reactions, the free energy of Ab-Ag interactions, and mechanisms involved in protein-protein interactions. Offered biennially. *Allyn H. Rule*

Bi 860 Seminar in Molecular Biology and Genetics of Bacteriophage (S: 2)
Study of recent advances in bacteriophage, genetics and replication. Offered biennially. *Chester S. Stachow*

Bi 862 Biochemistry of Receptors
Seminar topics based on current advance in the field. Offered biennially, Fall 1987. *Maria L. Bade*

Bi 864 Seminar in Developmental Biology
Prerequisites: Bi 654 and 656 or permission of instructor
Discussion of current advances being made in the field of developmental biology. Offered biennially, Spring 1988. *William H. Petri*

Bi 888 Master's Interim Study (F: 0-S: 0)
For Master's candidates who have completed all course requirements but wish to remain enrolled while preparing for comprehensive examinations. *The Department*

Bi 998 Doctoral Comprehensive (F: 0-S: 0)
For Doctoral students who have completed all course requirements but wish to remain enrolled while preparing for comprehensive examinations. *The Department*

Bi 999 Doctoral Continuation
All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. *The Department*

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Many of these same professors also take part in the biennial

interdepartmental course sponsored by CEERA:

Un 212 Perspectives on Marxism

A coherent overview of the Marxist phenomenon, designed to enable the student to gain an understanding from several major perspectives and an orientation for further study of questions raised by this important movement.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly *Studies in Soviet Thought* and of the monograph series *Sovietica*, which now contains some forty-eight volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects. CEERA also sponsors talks and symposia on topics of interest.

Graduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from:

Prof. Raymond T. McNally (History), Director
Carney 171

Prof. Donald Carlise (Political Science), Assistant Director, McGuinn 220

Information on graduate degree programs with related area concentrations should be obtained directly from the academic departments: A.B., M.A., Ph.D. in History or Philosophy; A.B., M.A. in Russian or in Slavic Studies (Slavic & Eastern Languages).

Chemistry

Faculty

Professor Joseph Bornstein, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Michael J. Clarke, A.B., Catholic University; M.S., Ph.D., Stanford University

Professor Paul Davidovits, B.S., M.S., Ph.D., Columbia University

Professor André J. de Béthune, B.S., St. Peter's College; Ph.D., Columbia University

Professor Evan R. Kantrowitz, A.B., Boston University; A.M., Ph.D., Harvard University

Professor T. Ross Kelly, Chairman of the Department B.S., Holy Cross College; Ph.D., University of California at Berkeley

Professor Jeong-long Lin, B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

Professor Robert F. O'Malley, B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Yuh-kang Pan, B.S., National Taiwan University; Ph.D., Michigan State University

Professor Dennis J. Sardella, B.S. Boston College; Ph.D., Illinois Institute of Technology

Professor George Vogel, B.S., D.Sc., Prague Technical University

Associate Professor O. Francis Bennett, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Associate Professor E. Joseph Billo, Jr., B.S., M.S., Ph.D., McMaster University

Associate Professor David L. McFadden, A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Larry W. McLaughlin, B.Sc., University of California at Riverside; Ph.D., University of Alberta

Assistant Professor Udayan Mohanty, B.Sc., Cornell University; Ph.D., Brown University

Program Description

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take qualifying examinations in inorganic, analytical, organic, and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required to pass the Qualifying Examinations no later than the end of the first year of graduate studies.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School, and maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree. First-year requirements provide the student with breadth of knowledge in the traditional four fields: analytical, inorganic, organic, and physical chemistry. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

Candidates for the M.S. degree must pass an examination in German, French, or Russian; those for the Ph.D. degree, two examinations in German, French, Russian, or a computer language. These examinations must be successfully passed before the student is formally admitted to candidacy. In addition, each student presents two seminars before being granted an advanced degree: the first is a Literature Seminar to be presented during the student's second year; the second is a Research Report on results of his or her thesis research and is given during the student's last year of residence.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring two to three years of sustained effort will begin usually after the first year of study. An

oral defense of the dissertation completes the degree requirements.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

Course Offerings

An asterisk after a course title indicates that the course carries a laboratory fee.

Ch 520 Principles of Inorganic Chemistry (S: 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects.

Robert F. O'Malley

Ch 522 Inorganic Chemistry Laboratory* (S: 3)

A course in inorganic synthesis including characterization of the products.

Robert F. O'Malley

Ch 532 Introduction to Macromolecular Chemistry (S: 3)

An introduction to the organic and physical chemistry of large polymeric molecules. The syntheses of these molecules via condensation, chain polymerization, and ring-opening will be covered as well as the structures and modifications of naturally occurring polymers. Physical properties such as mechanical and elastic behavior, solubility, and solution thermodynamics will be discussed. Finally, one lecture will touch upon the interface with chemical engineering in the scaling-up of chemical processes and also the interface with the world of chemical patent law.

Lloyd D. Taylor

Ch 534 Organic Synthesis (S: 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made.

Joseph Bornstein

Ch 535 Physical Organic Chemistry (F: 3)

This course will survey the methods commonly used to elucidate the mechanisms of organic reactions, including kinetics, isotope effects, linear free energy relationships, and stereochemical probes. Methods for the characterization and observation of reactive intermediates will also be discussed (e.g., NMR, ESR and CIDNP, chemical trapping, etc.). We will assume a working knowledge of basic organic chemistry (equivalent to the content of Ch 231-2) as well as an acquaintance with the basic ideas of NMR and molecular orbital theory (nonmathematical). The format of the course will be lecture, with some problem discussion.

Dennis J. Sardella

Ch 538 Organic Spectroscopy (S: 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at an intermediate level, but no prior knowledge of the field is assumed.

George Vogel

Ch 541 Determination of Organic Structures (F: 4)

Prerequisite: Ch 231-232

The course is designed to introduce the student to the methodology of organic chemical research while at the same time affording him or her a deeper insight into the chemical and physical properties of functional groups. The elucidation of the structures of a number of organic compounds is carried out by a combination of classical and modern instrumental methods; separation techniques as well as small-scale degradative and synthetic experimentation are stressed in the process. Practice in the carrying out of literature searches and in the solution of numerous textbook problems in structural organic chemistry are additional features of the course. Corequisite Ch 543.

O. Francis Bennett

Ch 543 Determination of Organic Structure Laboratory* (F: 0)

Laboratory required of all students enrolled in Ch 541. Two three-hour laboratory periods per week. Corequisite Ch 541.

O. Francis Bennett

Ch 551 Advanced Analytical Chemistry (S: 3)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography. Two lectures and one four-hour laboratory per week. Corerequisite: Ch 553.

E. Joseph Billo

Ch 553 Advanced Analytical Chemistry Laboratory* (S: 1)

Laboratory required of all students enrolled in Ch 551.

E. Joseph Billo

Ch 561-562 Biochemistry (F: 3—S: 3)

Prerequisite: Ch 231-232. Recommended: Ch 351

An introductory course in Biochemistry. Topics will include structure, function, and synthesis of proteins and nucleic acids; bioenergetics; kinetics, mechanism, and control of biochemical reactions; intermediary metabolism; photosynthesis; and an overview of experimental methods.

Evan R. Kantrowitz

Ch 565 Structure, Function and Reactivity of Nucleic Acids (F: 3)

Prerequisite: Ch 561 or equivalent.

Topics discussed: Nucleoside and nucleic acid (DNA and RNA) structure as has been reported using x-ray diffraction, NMR spectroscopy, and circular dichroism. This includes A, B, C, and Z forms, tRNA, triplexes, tetraplexes, and higher-order structural forms. Additional topics include chemical and enzymatic nucleic acid syntheses and sequencing, reactions of nucleic acids with metal ions, intercalators, electrophiles, and carcinogens. Protein-nucleic acid interactions will also be discussed in some detail. Functional aspects will be limited to those which are related to nucleic acid structure and reactivity. This will include topics such as the molecular basis for cancer and DNA repair mechanisms.

Larry McLaughlin

Ch 571 Physical Chemistry III (F: 3)

Prerequisite: Ch 476

An introduction to molecular spectroscopy including a description of symmetry principles and their application to molecular systems.

David L. McFadden

Ch 574 Experimental Physical Chemistry* (S: 3)

One lecture and four hours of laboratory per week. Experiments will be chosen to illustrate physical chemical principles, to develop skills such as constructing circuits and apparatus, the use of vacuum techniques, and the operation and calibration of the instruments and to reproduce with good accuracy data available in the literature, as an introduction to experimental research.

André J. de Bêthune

Ch 579 Introduction to Statistical Mechanics (F: 3)

The course emphasizes the basic tools of equilibrium statistical mechanics; microcanonical, canonical, and grand-canonical ensembles, fluctuations in these ensembles, Fermi-Dirac and Bose-Einstein statistics, cluster expansion, and perturbation theories of liquid structure.

Udayan Mohanty

Ch 625 Topics in Inorganic Chemistry (F: 3)

A discussion of structure and reactivity in organic chemistry.

E. Joseph Billo

Ch 635 Topics in Organic Chemistry (F: 3)

An in-depth review of selected basic topics of organic chemistry.

Joseph Bornstein

Ch 725 Physical Methods in Chemistry (S: 3)

Applications of group theory and spectroscopy to bonding and molecular structure. Electronic and vibrational spectroscopy. Magnetic resonance and magnetic susceptibility. X-ray methods of structure determination. Electrochemical techniques.

Michael J. Clarke

Ch 734 Natural Products (S: 3)

A survey of the chemistry of naturally occurring substances, such as steroids, terpenes, and alkaloids. The structure determination, synthesis, and biosynthesis of representative molecules will be discussed.

T. Ross Kelly

Ch 799-800 Reading and Research* (F: 2 or 3-S: 2 or 3)

A course required of Ph.D. matriculates for each semester on research.

The Department

Ch 801 Thesis Seminar* (F: 3-S: 3)

A research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates.

The Department

Ch 802 Thesis Direction* (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This

course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

Ch 805 Departmental Seminar I (F: 1)

Research seminars by leading scientists both from within the Department and from other institutions are presented on a regular (usually weekly) basis.

Joseph Bornstein

Ch 806 Departmental Seminar II (S: 1)

A continuation of Ch 805.

Joseph Bornstein

Ch 821 Inorganic Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate.

Robert F. O'Malley

Ch 822 Inorganic Chemistry Seminar II (S: 3)

A continuation of Ch 821.

E. Joseph Billo

Ch 831 Organic Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area.

T. Ross Kelly

Ch 832 Organic Chemistry Seminar II (S: 3)

A continuation of Ch 831.

T. Ross Kelly

Ch 861 Biochemistry Seminar I (F: 3)

A series of discussions of topics of current interest in biochemistry with participation by students and faculty members. Students will submit papers and give oral presentations on selected topics. Discussions of current research in the Department will be included.

Evan R. Kantrowitz

Ch 862 Biochemistry Seminar II (S: 3)

A continuation of Ch 861.

Evan R. Kantrowitz

Ch 871 Physical Chemistry Seminar I (F: 3)

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included.

David L. McFadden

Ch 872 Physical Chemistry Seminar II (S: 3)

A continuation of Ch 871.

The Department

Ch 994 Language Requirement: French (F, S: 0)

Ch 995 Language Requirement: German (F, S: 0)

Ch 996 Language Requirement: Russian (F, S: 0)

Three times a year (September, December, April) examinations to satisfy the language requirement as spelled out under Program Description are offered. Advising and limited instruction are also available. The dates are announced on the departmental bulletin board. No formal registration is required.

George Vogel

Ch 997 Masters Comprehensive (F, S: 0)
Consists of a public, oral defense of the student's thesis research.

The Department

Ch 998 Doctoral Comprehensive (F, S: 0)

Consists of a series of cumulative written examinations which test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry) and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

Ch 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Other courses, offered by the Department on a non-periodic basis:

Ch 536 Organic Synthesis Laboratory

Ch 537 Mechanistic Organic Chemistry

Ch 566 Bio-Inorganic Chemistry

Ch 568 Advanced Biochemistry and Enzymology

Ch 573 Quantum Chemistry and Molecular Structure

Ch 577 Spectroscopy

Ch 580 Dynamics of Simple Liquids

Ch 581 Electrochemistry

Ch 583 Analytical Separations

Ch 671 Statistical Mechanics

Ch 672 Quantum Mechanics

Ch 675 Topics in Physical Chemistry

Ch 720 Advanced Inorganic Chemistry I

Ch 724 Advanced Inorganic Chemistry II

Ch 731 Theoretical Organic Chemistry

Ch 732 Organometallic Chemistry

Ch 735 Advanced Organic Chemistry

Ch 770 Advanced Physical Chemistry – Dynamics

Ch 773 Advanced Physical Chemistry – Structure

Classical Studies

Faculty

Associate Professor Eugene W. Bushala, Chairman of the Department B.A., Wayne State University; M.A., Ph.D., Ohio State University

Associate Professor David H. Gill, S.J., B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Assistant Professor Charles F. Ahern, Jr., B.A., Wesleyan University; M.Phil., Ph.D. Yale University

Assistant Professor Dia M.L. Philippides, B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Lecturer Carl J. Thayer, S.J., B.A., M.A., Boston College

Program Description

The Department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work 2) by twenty-four credits in course work plus a thesis (with special permission). The M.A.T. degree is offered for students wishing to prepare for teaching.

Requirements: Candidates for the degree are required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German will be tested by the Department. The Department also offers courses in Modern Greek language and literature.

Course Offerings

Cl 010-011 Elementary Latin (F: 3-S: 3)
This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose, for instance, Apuleius' story of Cupid and Psyche.

*Charles Ahern
John Shea*

Cl 020-021 Elementary Ancient Greek (F: 3-S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's Apology after a year's study.

Maria Kakavas

Cl 052-053 Intermediate Ancient Greek (F: 3-S: 3)

A review of the grammar followed by readings in easy literary prose such as that of Xenophon's *Anabasis*.

*Dia Philippides
John Shea*

Cl 056-057 Intermediate Latin (F: 3-S: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

John Shea

Cl 070-071 Intermediate Modern Greek (F: 3-S: 3)

Prerequisite: Elementary Modern Greek.

The objective of the course is to consolidate previous language studies into a functional body of knowledge. A thorough review of the grammar, with the reading of selected texts. Discussion group to strengthen oral skills.

Maria Kakavas

Cl 222 Modern Greek Culture (F: 3)

Drawing upon evidence from literature, history and the arts, the course will aim at presenting some of the foundations and realities of contemporary Modern Greek culture. Topics of discussion will include the persisting influence of classical antiquity and Byzantium as well as the relations of Greece to the West and the East. Oral presentations and some written reports will be required. No knowledge of the Modern Greek language is necessary.

Dia Philippides

Cl 245 (Hs 155) History of the Roman Republic (F: 3)

This course traces the social and political development of the Roman Republic from its foundation to its disintegration in the civil wars of the first century B.C. Emphasis falls on the period 264-27 B.C. Topics include the acquisition of an empire, the consequences of empire, and the social and political description of the first century B.C.

Charles Ahern

Cl 246 (Hs 158) History of the Roman Empire (S: 3)

This course traces the development of imperial power from the foundation of the Principate by Augustus to the fall of Rome in the fifth century A.D. Emphasis will fall on the social, cultural, and political dynamics of the first two centuries A.D., and on the varied character of life in the different parts of the empire.

Charles Ahern

Cl 250 Ancient Greek Literature in English (S: 3)

This course will provide an introduction to the literature and culture of ancient Greece. Readings and discussion of Homer, of selections from Greek lyric poetry, and of the tragic and comic dramatists of fifth century Athens—Aeschylus, Sophocles, Euripides, and Aristophanes.

The Department

Cl 305 Silver Latin Poetry (F: 3)

Reading and discussion of various authors from the first century A.D., including Seneca, Martial, Statius, and Juvenal. Study of the relation between literature and the social milieu of early imperial Rome.

The Department

CI 320 (Th 423) Seminar in Latin
Patrology (S: 3)

Margaret Schatkin

CI 323 (Th 425) Seminar in Greek
Patrology (F: 3)

See course description under Th 425.

Margaret Schatkin

CI 328 Cicero and his Friends (F: 3)

Study of Cicero and his younger contemporary and friend, Marcus Caelius Rufus, in the chaotic final years of the Roman Republic. We shall read selected poems of Catullus, then Cicero's *Pro Caelio* (in defense of Caelius against various criminal charges), and then the private correspondence between Cicero and Caelius.

Charles Ahern

CI 348 Catullus (S: 3)

Prerequisite: Intermediate Latin or its equivalent.

A reading in Latin from the poems of Catullus.

Eugene Bushala

CI 350 Advanced Greek (S: 3)

A reading in Greek of an author to be selected in accordance with the needs of the students.

The Department

CI 356 Tacitus (S: 3)

Reading and discussion of Tacitus' *Agricola* and of selections from *Histories* and the *Annals*. The course will emphasize Tacitean moral portraiture and the moral tradition in Roman historical writing. Background readings, in English, will include other examples of moral portraiture.

Charles Ahern

CI 370-371 Thucydides (F: 3-S: 3)

Reading in the Greek text starting with Book I.

Carl Thayer, S.J.

CI 374 Euripides: The Late Plays (F: 3)

Prerequisite: Two years of Ancient Greek or equivalent.

Reading of Greek of late Euripidean plays such as the *Orestes*, *Iphigeneia in Aulis*, *Bacchae*. Secondary readings as appropriate to illustrate classical and more recent interpretative approaches to the texts. Research project (individual or team) studying a particular play or theme, resulting in an oral presentation and a paper at the end of the term.

Dia Philippides

CI 790-91 Readings and Research (F: 3-S: 3)

The Department

Professor Frank M. Gollop, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Professor William B. Neenan, S.J., A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Dean, College of Arts and Sciences

Professor Joseph F. Quinn, A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Professor Donald K. Richter, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Professor Leon Smolinski, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Professor Barbara J. Spencer, B.Ec., Australian National University; M.Ec., Monash University; Ph.D., Carnegie-Mellon University

Professor Donald J. White, B.S., Boston College; A.M., Ph.D., Harvard University; Dean, Graduate School of Arts and Sciences

Associate Professor Christopher F. Baum, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Associate Professor Andre Lucien Danieri, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Associate Professor Marvin C. Kraus, B.S., Purdue University; Ph.D., University of Minnesota

Associate Professor Francis M. McLaughlin, Assistant Chairman of the Department B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Joe Peek, B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Associate Professor Harold A. Petersen, Chairman of the Department A.B., DePauw University; Ph.D., Brown University

Associate Professor Richard W. Tresch, A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Robert J. Cheney, S.J., A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor Scott J. Freeman, B.A., University of Wisconsin; Ph.D., University of Minnesota

Assistant Professor Christopher C. Maxwell, A.B., University of Pennsylvania; A.M., Ph.D., Harvard University

Assistant Professor Robert G. Murphy, B.A., Williams College; Ph.D. Massachusetts Institute of Technology

Assistant Professor Manuel Sánchez, B.A., Monterrey Institute of Technology; M.A., University of Missouri; M.A., Ph.D., University of Chicago

Instructor Timothy S. Erickson, B.A., California State University at Fullerton; M.A., Ph.D. (cand.), University of California at Los Angeles

Instructor Stephen Polasky, B.A., Williams College; M.A., London School of Economics; Ph.D. (cand.), University of Michigan

Program Description

The graduate program in Economics is oriented primarily toward full-time students who are seeking the Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases applicants are accepted as part-time students in the Ph.D. program.

The Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program students are normally required to take two semesters of Micro Theory (Ec 700, 701), two semesters of Macro Theory (Ec 703, 704), two semesters of Mathematics for Economists (Ec 711, 712), one semester of Statistics (Ec 727), and one semester of Econometrics (Ec 728). The first semester of each theory sequence is designed as an intuitive-geometric introduction to theoretical concepts in preparation for the standard mathematical graduate approach, which begins in the second term. Students who enter with equivalent prior background may be exempted from Mathematics for Economists, Statistics, or the first semester of Micro or Macro, however, by passing an examination in the field. Those students who exempt first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

In the second year, students complete a third semester each of Micro (Ec 702) and Macro Theory (Ec 705) and take courses from a wide range of electives. These include advanced theory, econometrics, monetary economics, public finance, industrial organization, international trade and finance, economic systems, urban economics, labor, and capital theory and finance. Students may also take independent study and, subject to departmental approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Comprehensive examinations are given in May and September of each year. All students must pass written comprehensives in micro theory, macro theory, and two other fields from those listed above.

Total course requirements for the Ph.D. include eighteen courses, less any which may be waived by examination. Students in the doctoral program are expected to achieve a B+ average in their course work to remain in good standing.

All candidates for the Ph.D. are required as a part of their course of study to provide part-time service for at least two years in research assistance and/or supervised teaching, or to demonstrate mastery of these skills from equivalent experience elsewhere. Stipends are normally awarded in connection with these services to assist the students in their course of study, but failure to provide a stipend does not constitute waiver of the requirement.

Economics

Faculty

Professor James E. Anderson, A.B., Oberlin College; Ph.D., University of Wisconsin

Professor David A. Belsley, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Professor Barry A. Bluestone, A.B., A.M., Ph.D., University of Michigan

The M.A. Program

The M.A. program in Economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a comprehensive examination. The ten courses will normally include two semesters each of Micro Theory (Ec 700-701) and Macro Theory (Ec 703-704); one semester of Mathematics for Economists (Ec 711); Statistics (Ec 727); Econometrics (Ec 728); and three electives.

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of their doctoral work, and pass the comprehensive examination.

Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may normally transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. programs.

Requests for further information or for application forms for admission and financial aid should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, Mass., 02167. Applicants are required to submit college transcripts, two letters of recommendation, and scores from the Graduate Record Examination's quantitative, verbal, and economics tests. Applicants interested in financial assistance should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

Course Offerings

Ec 700 Microeconomic Theory I (F: 3)

This course discusses basic geometric and mathematical models of consumer behavior, firm behavior and market structure. An emphasis is placed on the application of these concepts to policy issues.

Joseph Quinn

Ec 701 Microeconomic Theory II (S: 3)

Prerequisite: Ec 700 or its equivalent.

Comprehensive treatments of theories of consumer behavior and production.

Marvin Kraus

Ec 702 Microeconomic Theory III (F: 3)

Prerequisite: Ec 700 and 701 or their equivalent. Linear and nonlinear programming, decentralization of economic decision making, general equilibrium analysis and welfare economics.

Donald K. Richter

Ec 703 Macroeconomic Theory I (F: 3)

Augmented intermediate macroeconomics. A thorough treatment of the basic Keynesian and classical models.

Robert G. Murphy

Ec 704 Macroeconomic Theory II (S: 3)

Prerequisite: Ec 703 or its equivalent.

1) Models of income, prices, and interest. A formal treatment of the neo-Keynesian macro model. 2) Consumption, saving, and wealth. 3) Theories of investment behavior. 4) Aggregate supply and inflation; Phillips curve; natural rate theory. 5) Policymaking under uncertainty.

Joe Peek

Ec 705 Macroeconomic Theory III (F: 3)

Prerequisite: Ec 703 and 704 or their equivalent.

This course teaches the use and estimation of dynamic, stochastic models of optimizing agents to explain the time series of macroeconomic aggregates and to analyze policy alternatives. Featured topics include capital accumulation, business cycles, employment search, and the role of expectations.

Manuel Sánchez

Ec 711 Mathematics for Economists (F: 3)

1) Differential calculus—limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, envelope theorem. 2) Elementary economic applications—comparative static analysis, dual approach to economic theory.

David Ellerman

Ec 712 Mathematics for Economists II (S: 3)

Prerequisite: Ec 711 and 727 or their equivalent. Differentiable Kuhn-Tucker theory; difference equations, introduction to stochastic processes; differential equations; introduction to dynamic optimization.

David Ellerman

Ec 727 Statistics (F: 3)

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

Christopher Maxwell

Ec 728 Econometric Theory and Methods (S: 3)

Prerequisite: Ec 711 and 727 or their equivalent. This course develops the basic tools of estimation for linear economic models. The major concerns include simple and multiple linear regression, hypothesis testing for simple and joint hypotheses, linear restrictions, dummy variables, analysis of covariance, generalized least squares, and instrumental variables. The elements of matrix algebra are reviewed, and an introduction to simultaneous equations methods is given.

Christopher F. Baum

Ec 729 Applied Economics (S: 3)

Prerequisites: Ec 727-728 or their equivalent.

This course presents a set of selected topics in applied econometrics. Topics are drawn from areas not developed in Ec 728 and Ec 827-828. The emphasis is placed upon practice, with exercises drawn from several large research data sets, utilizing a variety of econometric computer software. The course is of special interest to the student embarking on his dissertation research.

Christopher F. Baum

Ec 806 Topics in Applied Microtheory-General Equilibrium Analysis (S: 3)

Prerequisite: Ec 700—702 or their equivalent

The basic goal of this course is to transform traditionally abstract microeconomic models into practical tools for the evaluation of economic policy and performance, in contexts where partial equilibrium analysis is inappropriate. The foundations for constructing and using general equilibrium simulation models are covered. Applications are drawn from a wide variety of fields, including public finance, urban economics, energy economics, industrial organization, and international trade.

Donald K. Richter

Ec 807 Topics in Applied Microtheory

Prerequisite: Ec 700-702, 727, and 728 or their equivalent (Ec 702 may be taken concurrently).

The intent of the course is to integrate formal economic theory and econometric models. The course focuses on the derivation of applied models. Microeconomics is emphasized. Formal modeling of testable hypotheses is considered in a variety of structural and behavioral settings including monopolistic competition, undifferentiated and differentiated oligopolies, multiple-output production, imperfect factor markets, regulatory constraints, non-profit maximization, short run behavior, and intertemporal choice.

Frank M. Gollop

Ec 808 Topics in Advanced Microeconomic Theory (S: 3)

This course will cover topics in the area of game theory (normal and extensive form), (imperfect) information theory, and bargaining theory, with a strong interest in applications to current problems in economics. The exact course content will vary from term to term and depend upon the interests of the students and the professor.

Christopher Maxwell

Ec 827 Econometrics I (F: 3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

Timothy Erickson

Ec 828 Econometrics II (S: 3)

Prerequisite: Ec 827

Continuation of material of Ec 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

David Belsley

Ec 829 Time Series Analysis for Forecasting and Model Building

Prerequisite: Ec 728 (or equivalent) and Ec 704.

This course will develop tools for the analysis of economic time series data with emphasis on forecasting and econometric model building. After reviewing theoretical properties of univariate and multivariate time series processes, attention will be focused on procedures for determining forms of processes from data and other considerations. Estimation, testing, and prediction methods for various kinds of time series models will be presented. Special attention will be placed on using results from time series representation theory,

linear filtering, and quadratic control to develop strategies for formulating, estimating, and testing equilibrium models. Particular areas of application will include the term structure of interest rates, intertemporal substitution of leisure and consumption, adjustment cost and gestation lag models of investment, and the volatility of stock prices, interest rates and exchange rates.

Manuel Sánchez

Ec 853 Industrial Organization I

Introduction to modern Industrial Organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition and applications to trade theory.

Stephen Polasky

Ec 854 Industrial Organization II

Economic analysis of antitrust and regulatory policies. Review of modern antitrust policy including a study of major cases and the economics literature commenting on antitrust policy. Analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, and the empirical evidence regarding regulation-induced inefficiencies. Investigation of the special problems of regulatory reform and deregulation in particular industries.

Frank M. Gollop

Ec 861 Monetary Theory I

Money and the U.S. monetary system: theories of the demand for and supply of money; expected inflation and interest rates; term structure of interest rates; money, business activity and unemployment.

Joe Peek

Ec 862 Monetary Theory II

The emphasis of this course is on how to construct general equilibrium models in which the demand for money arises from utility maximization in explicit physical environments. Environments to be studied include those of overlapping generations, spatial separation, private information, and Clower constraints. These models will be used to discuss the welfare implications of various monetary policies.

Scott Freeman

Ec 865 Public Sector Economics I

Topics covered include the following: theory of externalities, the allocation of public goods, theory of welfare change measures, the question of optimal taxation and excess burden, problems of fiscal federalism, environmental policy.

Donald K. Richter

Ec 866 Public Sector Economics II

Course coverage includes: fiscal federalism; tax theory and policy, from both a first-best and second-best perspective; second-best public expenditure theory; and cost-benefit analysis.

Richard W. Tresch

Ec 871 Theory of International Trade

A careful development of international trade theory, with emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage.

James E. Anderson

Ec 872 International Finance

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system.

Robert G. Murphy

Ec 880 Capital Theory and Finance

Valuation of assets, rates of return, measurement of earnings, risk and portfolio choice, the capital asset pricing model and special problems in investment such as human capital, the public sector, and the impact of the tax structure on investment.

Harold Petersen

Ec 885 Theories of the Labor Markets

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, marginal productivity theory, human capital theory, institutional labor market analysis, and stratification theories. The course also focuses on topics of labor supply. Both economic theory and empirical evidence are investigated.

Barry Bluestone

Ec 886 Current Topics in Labor Economics

This course focuses on topics of current interest in labor economics. Examples include measurement issues in income distribution, race and sex discrimination, income maintenance, the impact of unions and minimum wage legislation, and the determinants of retirement decisions. Both theoretical and empirical issues are investigated.

Joseph Quinn

Ec 893 Urban Economics

Topics to be covered include: descriptive models of urban location, demand for urban amenities, provision and finance of local public services.

Marvin Kraus

Ec 896 Economic Planning

Theory and practice of national economic planning. Price-guided methods vs. planning without prices. The issues of centralization and control. Historical development of planning theory and case studies of the actual performance of centrally planned economies from the viewpoint of welfare and efficiency criteria.

Leon Smolinski

Ec 897 Soviet Economic System

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives, investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria.

Leon Smolinski

Ec 898 Comparative Economic Systems

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis.

Leon Smolinski

Ec 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each

semester of their candidacy whether or not they remain in residence. This registration entitles them to use university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Education

Faculty

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor Katherine C. Cotter, B.S., Hyannis State Teachers College; M.Ed., Ph.D., Fordham University

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Donald T. Donley, B.S., State University of New York at Buffalo; D.Ed., Syracuse University

Professor Emeritus John R. Eichorn, B.S., Salem State Teachers College; M.Ed., E.Ed., Boston University

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor Lester E. Przewlocki, A.B., M.A., DePaul University; Ph.D., University of Chicago

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Professor John J. Walsh, B.S., Boston College; A.M., Ph.D., University of Chicago

Associate Professor Mary M. Brabeck, B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

Associate Professor Lillian Buckley, B.S., Framingham State College; Ed.M., Ed. D., Boston University

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor James J. Cremins, A.B., A.M., Ph.D., University of Connecticut

Associate Professor and Dean Mary D. Griffin, B.A., Mundelein; M.A., Ph.D., University of Chicago

Associate Professor Irving Hurwitz, A.B., Ph.D., Clark University

Associate Professor Richard M. Jackson, A.B., American International College; **Ed.M.,** Harvard University; **Ed.D.,** Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; **A.M., Ed.D.,** University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; **M.Ed.,** University of Missouri; **Ed.D.,** Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; **M.Ed.,** Boston University; **D.Ed.,** Syracuse University

Associate Professor Raymond J. Martin, A.B., Iowa State Teachers College; **M.A., Ph.D.,** State University of Iowa

Associate Professor Jean Mooney, A.B., Smith College; **A.M.,** Stanford University; **Ph.D.,** Boston College

Associate Professor Bernard A. O'Brien, A.B., Boston College; **A.M., Ph.D.,** Catholic University of America

Associate Professor Diana P. Paolitto, A.B., Smith College; **M.A.T.,** Harvard University; **Ed.D.,** Boston University

Associate Professor and Associate Dean Alec F. Peck, B.A., University of San Francisco; **M.S., Ph.D.,** Pennsylvania State University

Associate Professor Fred J. Pula, A.B., M.B.A., M.Ed., University of Massachusetts; **Ed.D.,** Boston University

Associate Professor Michael Schiro, B.S., Tufts University; **M.A.T., D.Ed.,** Harvard University

Associate Professor Charles F. Smith, Jr., B.S.Ed., Bowling Green State University; **M.S.,** Kent State University; **C.A.S.,** Harvard University; **Ed.D.,** Michigan State University

Associate Professor and Associate Dean Edward B. Smith, A.B., M.A., Loyola University; **Ph.D.,** University of Chicago

Associate Professor Kenneth W. Wegner, B.S., M.Ed., **Ed.D.,** University of Kansas

Associate Professor Elizabeth R. Welfel, A.B., Emmanuel College; **A.M., Ph.D.,** University of Minnesota

Adjunct Associate Professor Walter M. Haney, B.S., Michigan State University; **Ed.M.,** **Ed.D.,** Harvard University

Assistant Professor Cathleen M. Crider, B.A., Johnston College; **M.A., Ph.D.,** Clark University

Adjunct Assistant Professor Philip DiMattia, B.S., M.Ed., Ph.D., Boston College

Assistant Professor Joseph Duffy, S.J., A.B., A.M., Boston College; **S.T.L.,** Weston College; **M.S.Ed., Ph.D.,** Fordham University

Adjunct Assistant Professor Philip DiMattia, B.S., M.Ed., Ph.D., Boston College

Adjunct Assistant Professor Ronald F. Linari, A.B., Providence College; **M.Ed.,** University of Miami; **Ed.D.,** Boston University

Assistant Professor Larry Ludlow, B.A., M.A., California State University; **Ph.D.,** University of Chicago

Assistant Professor Theresa Powell, Diploma, Posse School of Physical Education; **B.S.,** **Ed.D.,** Boston University

Assistant Professor Margaret H. Ricks, B.A., Barnard; **M.S.,** University of Minnesota; **Ph.D.,** University of Massachusetts

Assistant Professor Richard B. Weisenfeld, B.S., Case Western Reserve University; **A.M.,** Teachers College, Columbia University; **Ph.D.,** Kent State University

Program Description

The Department of Education, through its four major divisions of study, offers the M.Ed., M.A., M.A.T.-M.S.T., C.A.E.S., D.Ed. and Ph.D. degrees. Graduate programs serve a dual purpose: 1) research—preparing students in a research-based knowledge of education with specialized competence in the evaluation of educational innovations and in basic quantitative research methodology; 2) educational practice—preparing students to apply knowledge in history and philosophy, administration, counseling and educational psychology, curriculum and special education to practice in both academic and nonacademic settings.

Department Programs and Requirements

Master of Education Degree:

The Master of Education is given in the fields of Educational Psychology, Educational Technology, Elementary Education, Counseling, Administration and Supervision, Reading, Religious Education, Early Childhood Education, Special Education, and Educational Research, Measurement and Evaluation. Ed 500- History of American Education is recommended for those who have had no course work in the history of American education. Each student is required to pass a comprehensive examination upon conclusion of course work.

All courses in the three hundred sequence (Ed 300-399) are open to undergraduates.

Master of Arts in Teaching and Master of Science in Teaching Degrees:

The M.A.T./M.S.T. degree programs are designed for liberal arts graduates who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described under the section dealing with Secondary Education.

These programs may accommodate those students interested in seeking certification for middle school teacher.

Master of Arts Degree:

The Master of Arts degree is given in the areas of Philosophy of Education, Counseling Psychology, Higher Education, Human Development and Rehabilitation Teacher.

Certificate of Advanced Educational Specialization (C.A.E.S.):

Students who complete a directed program of courses and/or research amounting to a

minimum of 30 semester hours beyond the Master's degree are eligible to receive the C.A.E.S. Specific programs for the Certificate have been designed in Administration and Supervision, Religious Education, Counseling, Special Education, Measurement, Evaluation and Research, and School Psychology. Certificate programs tailored to the requirements of individual students may be arranged in other areas. Each student in the C.A.E.S. program is required to pass a comprehensive examination upon conclusion of course work.

Doctor of Philosophy and Doctor of Education Degrees:

A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. Students possessing a Master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his or her advisor. A major field of concentration consisting of at least 30 graduate course credits must be included in the program. Included in the 30 graduate course credits will be six credit hours of Ed 988-Dissertation Direction. One or two minor fields of concentration may be included, at least 9-12 graduate course credits being necessary to constitute a minor.

Courses found under "Foundations" on the Doctoral Program of Studies Form, list the specific departmental requirements. This form may be obtained in the office of the Associate Dean for Graduate Studies, Campion 103.

Certification

Many of the programs offered by the Department have been designed to comply with standards leading to professional certification in the State of Massachusetts. Students should realize, however, that certification is ultimately granted by the State Department of Education. Especially in the cases of out-of-state students, it is the responsibility of the student to ascertain whether certification will be granted by a given state following completion of a particular program.

Division of Counseling Psychology and School Psychology

Mission and Purpose: The Division of Counseling Psychology and School Psychology has as its mission the preparation of Counselors and School Psychologists at the Master and C.A.E.S. levels, and the preparation of Counseling Psychologists at the Ph.D. level for competent professionals functioning in schools, universities and a variety of non-school health care delivery settings. The Ph.D. program is accredited by the American Psychological Association.

The primary focus of the tri-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies and career development. Theoretical concepts are integrated with supervised practice through field placements and varied instructional approaches.

The two-year Master's degree program prepares counselors for entry level positions in schools and non-school settings. The C.A.E.S. program in Counseling provides additional professional preparation to complete identified gaps in professional functioning. The thrust in these programs is essentially a pro-active stance: working with basically healthy individuals to prevent serious problems, together with developing an ability to recognize problems and refer individuals with serious difficulties to appropriate facilities.

The C.A.E.S. program in School Psychology has as its purpose the preparation of certified school psychologists. The program stresses a variety of psycho-educational assessment and intervention strategies for children with special needs.

The doctoral program through advanced coursework and supervised internships builds on prior graduate training and professional experience to achieve the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; ability to provide supervision, consultation and out-reach; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships. The doctoral program is designed to meet eligibility requirements for licensure as a psychologist, and to help develop a commitment on the part of the student to the ethical and legal standards of the profession, including sensitivity to individual, gender and cultural differences.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Counseling, School Psychology and Counseling Psychology

Boston College offers a Master of Education in Counseling and a Master of Arts in Counseling. Both programs follow professional standards recommended by the American Association for Counseling and Development. The Master of Education in Counseling is designed to meet certification requirements for school counselors of the Massachusetts Department of Education. Incoming Master's degree students may begin their program in September, or Summer Session. The deadline for completed applications for the M.A. or M.Ed. programs in Counseling is March 1st.

Prerequisites for enrollment in the Master of Education and/or Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality, theory, research methods and basic statistics, and developmental psychology. Students who have not met these prerequisites will be expected to choose appropriate electives in

their Master's program to fulfill these requirements.

Master of Education in Counseling

M.Ed. students should follow one of the two programs listed below which satisfy provisional state requirements. The M.Ed. programs contain a common core of counseling courses but permit selection of recommended courses for professional preparation for working either in grades N-9 or Grades 5-12. Each of the professional courses in counseling is accompanied by prepracticum laboratory experience.

The Department of Education requires that all students take three courses outside their major area as part of their Master of Education program. The Division of Counseling recommends these three be in Educational Psychology, Special Education and Research and Measurement.

Two semesters of counseling practicum with a minimum of 200 clock hours per semester in a regular school setting is required by the Division of Counseling. This also satisfies state certification requirements in Massachusetts. Practicum usually requires at least two days per week during regular school hours. Any student unable to meet this requirement should not apply to this program. There can be no exceptions. Students must sign up for practicum by November 1st or April 1st of the semester preceding such enrollment. Any student signing up who does not enroll for that practicum must wait one year before being eligible again.

Students wishing to be counselors in public schools must assume responsibility for determining the teacher-counselor certification requirements of the state in which they want to be certified.

Master of Education in Counseling Children (Grades N-9)

Requirements:

- Ed 416 Child Psychology
- Ed 440 Principles and Techniques of Counseling
- Ed 443 Counseling and Group Process with Children
- Ed 444 Comparative Theories of Personality for Counselors
- Ed 445 Clinical Child Psychology
- Ed 448 Career Development
- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 464 Individual Intelligence Testing
- Ed 641 Behavior Disorders in Childhood and Adolescence
- Ed 648 Practicum in Counseling Children
- Ed 748 Intermediate Counseling Practicum-Children

A graduate course in Special Education

Master of Education in Counseling Adolescents (Grades 5-12)

Requirements:

- Ed 440 Principles and Techniques of Counseling
- Ed 444 Comparative Theories of Personality Development
- Ed 446 Counseling Theory and Process
- Ed 448 Career Development
- Ed 460 Interpretation and Evaluation of Educational Research

- Ed 465 Group Psychological Tests
- Ed 544 Case Studies-Diagnosis: Adolescence
- or
- Ed 641 Behavior Disorders in Childhood and Adolescence
- Ed 549 Psychopathology
- Ed 646 Practicum in Counseling Adolescents and Adults
- Ed 746 Intermediate Practicum in Counseling Adolescents

Plus two electives which satisfy departmental and/or divisional requirements.

Master of Arts in Counseling

A Master of Arts degree in Counseling is a two-year program designed for candidates who wish to work in non-school settings. The first year of the M.A. program is devoted to course work. The second year includes a full year half-time practicum placement and the completion of remaining academic requirements. Candidates will follow one of the programs listed below.

Note: Since the M.A. candidate will not have a practicum in a comprehensive K-12 school system, completion of this M.A. program does NOT qualify for certification as a school counselor in Massachusetts.

Master of Arts in Counseling Children and Adolescents

Requirements:

- Ed 416 Child Psychology*
- Ed 440 Principles and Techniques of Counseling
- Ed 443 Counseling and Group Process with Children
- Ed 444 Comparative Theories of Personality for Counselors
- Ed 445 Clinical Child Psychology
- Ed 448 Career Development
- Ed 460 Interpretation and Evaluation of Educational Research*
- Ed 464 Individual Intelligence Tests*
- Ed 641 Behavior Disorders in Childhood and Adolescence
- Ed 642 Introduction to Play Therapy
- Ed 648 Practicum in Counseling Children
- Ed 748 Intermediate Practicum: Children

A graduate course in an approved elective
*Not Division of Counseling courses

Master of Arts in Counseling Adolescents and Adults

Requirements:

- Ed 440 Principles and Techniques of Counseling
- Ed 444 Comparative Theories of Personality for Counselors
- Ed 446 Counseling Theory and Process
- Ed 448 Career Development
- Ed 460 Interpretation and Evaluation of Educational Research*
- Ed 465 Group Psychological Tests*
- Ed 549 Psychopathology
- Ed 646 Practicum in Counseling Adolescents and Adults
- Ed 746 Intermediate Practicum: Adolescents and Adults

Plus three electives, one of which must be outside Division of Counseling.

Master of Arts in Counseling Socially Disorganized Youth

A program leading to a Master of Arts degree with a specialization in working with socially disorganized, delinquent or acting out adolescents is offered. The program is designed as pre-service or in-service training for careers in probation, court diversion, residential treatment centers, or other areas concerned with counseling acting out or delinquent adolescents.

The M.A. program has a common core curriculum consisting of twenty-four hours of required course work (8 courses) and twelve hours of work in specialized areas, e.g. juvenile vs. adult offenders. Two semesters of practicum must be completed in a setting providing experience in counseling public offenders, either juvenile or adult, dependent on the student's choice of specialization.

Master of Arts in Early Childhood: Counseling and Child Development

Students may obtain a Master of Arts degree in this program which is under the joint auspices of the Counseling Psychology and Early Childhood Programs. The program is designed for those interested in gaining a greater understanding of emotional growth in the young child and developing skills in early identification and prevention of emotional problems. Graduates of this program will have opportunities for teaching in therapeutic classrooms, working in mental health centers, consulting with day care centers and nursery schools, serving on multidisciplinary teams, and working with parents. Students will be required to do a practicum for two semesters which will involve a commitment of at least two days per week for a full year in one placement.

The following courses will be required:

Ed 316	Seminar and Practicum: An Early Childhood Education Model
Ed 413	Early Childhood Methods
Ed 416	Child Psychology
Ed 418	Analysis of Learning Environments for Young Children
Ed 445	Clinical Child Psychology
Ed 513	Early Detection of Emotional Disturbance in Infants and Toddlers
Ed 567	Assessment of Pre-School Children
Ed 611	Development and Learning in Infants and Young Children
Ed 642	Introduction to Play Therapy
Ed 648	Practicum in Counseling Children
Ed 748	Intermediate Counseling Practicum—Children
Sw 865	Family Therapy or Ed 310 Family, School, and Community Relations

Certificate of Advanced Educational Specialization in Counseling

The Certificate of Advanced Educational Specialization (C.A.E.S.) is a permanent part-time program designed to complete the professional preparation needed by counselors beyond the Master's degree. It is intended for persons who are working full time as counselors, and has no residency requirement. Doctoral students may *not* elect to substitute the

C.A.E.S. Similarly, acceptance to the C.A.E.S. program does not imply acceptability to a doctoral program.

Applicants to the C.A.E.S. program must have completed the equivalent of a Master's degree in counseling and two to three years of continuing successful professional experience in the field. The C.A.E.S. candidate must complete 30 semester hours of advanced graduate level coursework (ordinarily those courses numbered 600 through 900). The C.A.E.S. program is flexible and may be tailored to the needs of counselors working at all levels in education or non-education employment. However, the C.A.E.S. candidate must:

1. Complete at least one post-Master's level practicum
2. Demonstrate competency in statistics and measurement
3. Select at least 18 semester hours of counseling courses (exclusive of testing and assessment courses)
4. Select remaining coursework in a related area
5. Pass a comprehensive examination at the end of coursework

Note: This program does not prepare for certification as a school psychologist. Those interested in school psychology should consult that heading.

Certificate of Advanced Educational Specialization in School Psychology

Boston College offers a school psychology program leading to the M.Ed. and C.A.E.S. The program is designed to satisfy certification requirements for School Psychologists of the Massachusetts Department of Education and standards recommended by the National Association of School Psychologists. Upon successful completion of the first 36 hours of graduate credit the student may receive an M.Ed. degree. However, the M.Ed. does not satisfy State or University certification requirements for School Psychologists. The remaining 30 hours of specialized study and field work must be completed successfully before the C.A.E.S. in School Psychology will be awarded (a total of 66 graduate credit hours).

Four semesters of practicum are required for school psychology certification. Each semester of practicum must represent a minimum of 200 clock hours in placement (two full days per week). Three semesters must be in a K-12 school system, the remaining one may be in a school, clinic or hospital where children with learning or emotional problems between the ages of 3-21 are served.

The 66 hours of the program must be in the following areas:

1. Educational Foundations	12 hrs
2. Psychological Foundations	15 hrs
3. Assessment, Prescriptive and Intervention Strategies	27 hrs
4. Supervised Field Experience	12 hrs

Doctoral Programs in Counseling Psychology (APA accredited)

Doctoral applicants are required to have a Master's degree in Counseling Psychology or a related field with a completed core program commensurate to our Master's counseling sequence including a minimum of 400 clock hours of counseling practicum. In addition,

the preferred doctoral applicant in most cases has two to three years of successful post-master's degree professional field experience. The doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program provides the professional pre-doctoral *educational* requirements for licensure as a counseling psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. However, licensure requirements in Massachusetts include an additional 1600 hours of post-doctoral supervised experience. The deadline for completed applications for Fall admission in Counseling Psychology is February 1 of that year. Admission decisions are made by April 15.

Admission to the doctoral program presumes the completion of requirements for the M.A. or M.Ed. degree in Counseling. The entering doctoral student who has not completed all of the requirements for the M.A. or M.Ed. in Counseling listed under those headings above must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's coursework will be based on a review of the student's background by the assigned advisor.

Once admitted, doctoral students are required to complete courses in each of the following broad areas which fulfill the basic professional training standards:

- Scientific and Professional Ethics and Standards
- Research Design and Methodology
- Statistical Methods
- Psychological Measurement
- History and Systems of Psychology
- Biological Bases of Behavior
- Cognitive-Affective Bases of Behavior
- Social Bases of Behavior
- Individual Differences
- Professional Specialization
- Practicum and Internship

Departmental requirements for the Ph.D. also include doctoral comprehensive examinations at the end of coursework, and the successful defense of a dissertation.

Division of Educational Foundations

Mission and Purpose: The Division of Educational Foundations represents a consolidation of the resources and responsibilities in the areas of (1) educational and developmental psychology, (2) history and philosophy of education, and (3) educational research, measurement and evaluation. The broad mission of the Division is to study, expand and disseminate at the undergraduate and graduate levels, past and current empirical and philosophical knowledge of human development and learning, and to assess the effects of interventions designed to promote that development in formal and informal educational settings.

The Division has an integral relationship to the undergraduate programs in the School of Education. It has responsibility for the two programs, Early Childhood Education and Human Development, which have a strong developmental orientation and for the program in Computer Usage in Education. It also

offers the basic courses in the history and philosophy of education; educational, child and adolescent psychology and development; and educational measurement and computer applications.

The Division's instructional responsibilities at the graduate level are twofold: one is to provide for graduate students in the Division of Counseling Psychology, the Division of Curriculum, Instruction and Administration, and the Division of Special Education and Rehabilitation those courses which are prescribed for them in the areas of educational history and philosophy, educational and developmental psychology, statistics, measurement and research methodology.

The other responsibility of the Division in the Graduate School is to offer M.A., M.Ed., C.A.E.S., D.Ed., and Ph.D. programs for students who wish to specialize in an area within the competence and resources of the faculty of the Division, or in an area in which the offerings of this Division can be combined with those of another Division or Department to produce a program of substance and high quality. Details of the available graduate programs in this Division are provided in the descriptions which follow.

History and Philosophy of Education

Coordinator: *Edward Power*

The M.A. degree in the Philosophy of Education is awarded to students who have followed an approved thirty-hour program of study, including a course in Educational Research, a course in Modern Psychology and Education, two courses in History of Education, two electives, and four courses in Educational Philosophy. Approved field study and research may be used for electives. This program is open to students with the Bachelor's degree; school or school-related experience is not a prerequisite for entering the program. Students must pass a written or oral comprehensive examination.

Developmental and Educational Psychology

Coordinator: *John Dacey*

Candidates for the M.Ed. in this program are prepared to serve as educational instructors, researchers and consultants in school systems, prisons, hospitals, social agencies, publishing houses, and industry. They sometimes serve in schools as in-service leaders, with a portion of their teaching assignment reduced. Students also have the option to take a combined program in Educational Psychology/Early Childhood.

Requirements:

- Ed 311 Educational Psychology
or
Ed 414 Learning, Learning Theory and Development
- Ed 315 Psychology of Adolescence
- Ed 402 Modern Educational Thought
or
Ed 403 Philosophy of Education
- Ed 412 Abnormal Psychology
- Ed 416 Child Psychology
- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 468 Statistics I

Three electives (suggested: Ed 317, 319, 373, 382, 383, 392, 424, 464, 466, 499, 579).

Ph.D. Program:

The range of careers available to Developmental and Educational Psychology graduates with a Ph.D. is quite wide and includes careers in university teaching, research, consultation to business and school systems, positions in personnel, adult education, organizational development, governmental leadership, and work in hospitals and correctional institutions.

Requirements: Students at the Ph.D. level also must fulfill requirements in the above two programs if they have not done so in earlier graduate work. They should also enroll in Ed 469 Intermediate Statistics and in as many of the doctoral seminars listed below as possible. Choices of their remaining courses are relatively open, and include the option of up to five courses concentrated in some other specialization.

Doctoral Seminars:

- Ed 611 Development and Learning in Infants and Preschoolers
- Ed 810 Seminar in Early Childhood
- Ed 813 Seminar in the Psychology of Parenthood and the Family
- Ed 814 Seminar in the Psychology of Adulthood
- Ed 817 Seminar in Adolescent Psychology
- Ed 818 Seminar in Personality
- Ed 910 Projects in Educational Psychology
- Ed 911 Seminar in Cognitive Processes
- Ed 913 Seminar in Motivation: Theory and Practice
- Ed 915 Culture and Psychology
- Ed 916 Seminar in Theories of Child Development

Master's Program in Human Development

Coordinator: *John Dacey*

The Master of Arts degree in Human Development is designed to provide basic skills and the theoretical foundation for inquiry into the factors affecting individual change and continuity throughout the life span. The curriculum focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives. This includes the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life-span development and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the population they serve. The program does not lead to licensure or to certification. Those possessing the degree should be able to enter a number of developmentally oriented fields; i.e., child care centers, residential care centers, prison and corrections work, alternative schools, childrens' museums and parks, adult and industrial educational facilities, environmental education, governmental offices, hospitals, and specialized media and advertising.

Required Courses:

- Ed 414 Learning, Learning Theory and Development
- Ed 460 Interpretation and Evaluation of Educational Research

And one of the following:

- Ed 412 Abnormal Psychology
or
Ed 513 Early Detection of Emotional Disturbances in Infants and Toddlers

And three of the following:

- Ed 416 Child Psychology
- Ed 315 The Psychology of Adolescence
- Ed 417 Adult Psychology
- Ed 479 Gerontology
- Ed 611 Development and Learning in Infants and Preschoolers

Only 6 courses (18 credits) are required for the major. The remaining 4 courses (12 credits) are electives and may be chosen from Education, Management, Counseling Psychology, Psychology, Social Work or Philosophy. The program is designed to maintain maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design their programs. Note: A joint program in Human Development and Early Childhood is also offered. See Early Childhood Specialist option below.

Early Childhood Education

Coordinator: *Beth Casey*

The Early Childhood Education Program focuses on the study of the child from birth through eight years and prepares students for degrees at the Master's, C.A.E.S. and Doctoral levels. Students have the option of completing an Early Childhood degree in combination with other education programs, such as Educational Psychology, Counseling Psychology and Special Education, as described in the programs listed below. A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool through third grade, director of daycare and early intervention programs, college or university instructor, or member of multi-discipline teams in research, government and hospital settings. The Early Childhood Program sponsors a demonstration Piagetian-based preschool which is available to students for field experiences.

Students may opt for one of the programs listed below. One of these leads to early childhood teacher certification: The Early Childhood Teacher (Kindergarten through Grade Three).

Master's Program in Early Childhood Education

1. Early Childhood Specialist Option

This Master's program prepares students as early childhood specialists. The required courses are designed to provide a strong conceptual understanding of developmental issues in general as well as a specific focus on young children. In addition students may select electives to develop their own particular focus. Students who are interested in working with children in day care centers and nursery schools should select at least two methods courses as part of their program (Ed 144 or 521, 316, 413, 430 or 520).

The following are required courses:

- Ed 414 Learning, Learning Theory and Development
- Ed 416 Child Psychology
- Ed 417 Adult Psychology

- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 513 Early Detection of Emotional Disturbance in Infants and Toddlers
- Ed 611 Development and Learning in Infants and Young Children

Students may select at least four of the following electives:

- Ed 307 Quantitative Skill Development for Young Children
- Ed 310 Family, School and Community Relations
- Ed 316 Seminar and Practicum on Early Education
- Ed 318 Reading-Language Arts Pre-school-Grade 3
- Ed 388 Infant and Preschool Exceptional Child Practicum
- Ed 389 Assessment of Children with Low Incidence Handicaps
- Ed 413 Early Childhood Methods
- Ed 430 Exploring Science and Social Studies
- Ed 494 Language Acquisition
- Ed 520 Elementary and Early Childhood Mathematics Models
- Ed 567 Assessment of Preschool Children
- Ed 642 Introduction to Play Therapy
- Ed 649 Practicum in Play Therapy
- Ed 661 Seminar on Infant Assessment

2. The Early Childhood Teacher Option

(Kindergarten-3rd grade)

This Master's program is appropriate for those students without elementary school certification who wish to be prepared to teach normal and mildly handicapped children in regular settings, kindergarten through third grade. Students who wish to be prepared for teaching children in first through sixth grade should select the elementary education program.

All students are required to complete a total of 40 credits. These courses include foundations courses (Ed 414, Ed 416, Ed 611), a special education course dealing specifically with young children with special needs (Ed 389), methods courses (Ed 318 or Ed 521, Ed 413, Ed 430, Ed 520) including one which incorporates a field-based prepracticum (Ed 316), the field-based prepracticum (Ed 429), 6 credits of student teaching (Ed 419), and a course on family-school relations (Ed 310). Below are listed the titles of the required courses:

- Ed 310 Family, School and Community Relations
- Ed 316* Seminar and Practicum on Early Education
- Ed 318 Reading-Language Arts: Preschool through Grade Three
- or
- Ed 521 Developmental Reading
- Ed 389 Assessment of Children with Low Incidence Handicaps
- Ed 413 Early Childhood Methods
- Ed 414 Learning, Learning Theory and Development
- Ed 416 Child Psychology
- Ed 419 Student Teaching-Early Childhood (6 credits)
- Ed 429* Graduate Field Lab (1 credit)

- Ed 430 Exploring Science and Social Studies
- Ed 520 Elementary and Early Childhood Mathematics Methods
- Ed 611 Development and Learning in Infants and Preschoolers

*Note: For the prepracticum, students may take their field placement at the preschool through third grade levels, including the option to be placed at the Boston College Collaborative site in conjunction with Ed 316. At least 3 methods courses must be taken in conjunction with the field-based prepracticum.

3. Early Childhood: Counseling and Child Development

See the Counseling Division section for details on this program.

4. Ph.D. in Early Childhood Education

In addition to fulfilling the general requirements of the Department, students are to earn at least 24 credit hours in early childhood education. They may select from the early childhood courses listed above to design a program which will meet their individual needs.

The following courses will be required for doctoral students:

- Ed 611 Development and Learning in Infants and Preschoolers
- Ed 810 Seminar in Early Childhood
- Ed 811 Seminar on Effects of Early Experience
- Ed 911 Seminar in Cognitive Processes

Educational Research, Measurement and Evaluation

Coordinator: John Walsh

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in the evaluation of educational programs and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

M.Ed. Program

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. There is no thesis requirement. The courses for the M.Ed. degree may ordinarily be completed in two semesters and a summer of full-time study.

Core requirements:

- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 468 Statistics I
- Ed 469 Intermediate Statistics

At least three of the following should be taken:

- Ed 462 Construction of Achievement Tests
- Ed 466 Models of Curriculum and Program Evaluation

- Ed 467 Practical Aspects of Curriculum and Program Evaluation
- Ed 560 Issues in Testing
- Ed 561 Evaluation and Public Policy

The M.Ed. student will also generally take at least one course in Educational Psychology and one in Philosophy or History of Education.

Master's/C.A.E.S. Program for Evaluation and Research Specialists

The 30-credit program is designed for individuals who are currently employed in a school position or in positions in business and industry that involve instruction and training. It will lead to either the M.Ed. degree or a Certificate of Advanced Educational Specialization (C.A.E.S.) in Educational Research, Measurement and Evaluation. Credits earned will be considered for transfer for those students who otherwise qualify for admission to doctoral programs in Measurement, Evaluation and Research and in School Administration. The program has been designed in response to the critical need for evaluation specialists in both education and industry. Whether employed in a school or a company, qualified evaluators and researchers provide essential services. Their feedback to decision makers leads to better understanding of program and materials, and their services include needs assessment, testing, survey research, cost benefit analysis, identification of standards, and monitoring compliance with standards. The program is organized in a way that represents a departure from the traditional format of ten three-credit courses. Instead the program consists of diversely structured units specifically developed to promote the acquisition of those particular competencies which are needed by the researcher/evaluator who functions in either a local school system or in an industrial or business setting.

Thirty semester credit hours and satisfactory performance on a comprehensive examination are required. There is no thesis requirement. The program is designed to be completed in four semesters. In the fall and spring semesters the classes will meet each Saturday from 8:30 to 12:30, and students earn eight credits for each of the three semesters. Classes will be held seven hours a day for three weeks during the summer, and the students will earn six credits.

Ph.D. Program

This program prepares researchers with specialized competence in the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis and model development. Knowledge of a computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of experiments, univariate and multivariate statistical analysis of data, and the development of

mathematical and computer simulation models of educational processes.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor, or a joint program, in Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Requirements: In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

Ed 660	Simulation Models in Behavioral Research
Ed 664	Design of Experiments
Ed 667	Introduction to Multivariate Statistical Analysis
Ed 668	Topics in Multivariate Statistical Analysis
Ed 669	Psychometric Theory
Ed 860	Survey Methods in Social and Educational Research
Ed 861	Construction of Attitude and Opinion Questionnaires

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system, social agency, or on-campus research or evaluation agency involved in curriculum experimentation, change, evaluation or social science research. Supervision of the internship is provided by professors of Educational Research.

Applicants are required to submit: (1) evidence of superior academic achievement as indicated by graduate and/or undergraduate transcripts; (2) two letters of recommendation; (3) scores on the aptitude tests of the Graduate Record Examination and the Miller Analogies Test; (4) a letter stating the applicant's reasons for desiring to pursue a Ph.D. degree in Educational Research, Measurement and Evaluation. Where possible, a personal interview with Educational Research faculty is preferable to the letter. In addition, applicants should possess a high level of interest in quantitative analysis and a strong desire for a professional career in educational research.

Educational Technology Program

Coordinator: *Walter M. Haney*

The Educational Technology Program aims at providing students with the skills and knowledge which will allow them to lead in the application of new and increasingly powerful technologies in schools and in other educational settings. The goal of the Program is to provide advanced education for teachers, educational administrators and others who wish to work in the development, application and administration of computers and other technologies for the improvement of education.

The Program offers two degrees: an M.Ed. through a 36 semester-hour course of study; and for those already possessing a Master's degree in education, a Certificate of Advanced Educational Studies (C.A.E.S.) degree through a 30 semester-hour course of study. Students may also study educational technology on a special student, non-degree basis. Degree programs may be pursued on a full- or part-time basis. Full-time students can complete the M.Ed. course of study in one full year of

study, that is, one academic year and one summer.

Students in the Program are introduced to a wide range of educational technologies, and to the educational applications of computers in particular. They learn about educational television and projection/audio equipment and their fruitful application—as well as their limitations. They study different educational applications of computers and the design and evaluations of instructional materials. They also have the opportunity to specialize in areas such as technology for the handicapped, management uses of computers, or computer authoring languages. As a normal part of the program, students undertake a practicum in which they work part-time for one semester in a computer program or other technology project in a school or high-tech firm in the Boston area.

In the Ed Tech Program, students have access to a wide range of technological resources at the University—including three microcomputer laboratories, large computers such as Digital Equipment Corporation VAX machines, and extensive audio/visual equipment. In addition Boston College has an agreement with a major computer manufacturer which provides B.C. students with special discounts in purchasing a new model microcomputer for their personal use.

The Ed Tech Program encompasses both core and elective courses. For the M.Ed. degree, students take eight of the following twelve core courses:

Ed 363	Introduction to Pascal
Ed 368	Introduction to LOGO for Educators
Ed 424	Media and Educational Technology
Ed 460	Interpretation and Evaluation of Educational Research
Ed 461	Introduction to Computer Programming using BASIC
Ed 480	Technology for the Handicapped
Ed 550	Management Uses of Computers in Education
Ed 569	Expectations and Evidence for Educational Technology
Ed 624	Design and Preparation of Materials for Educational Technology
Ed 628	Software: Evaluation, Selection, and Use
Ed 666	Courseware Production
Ed 724	Practicum in Educational Technology

In addition, students may take a variety of other courses, including:

Ed 414	Learning, Learning Theory, and Development
Ed 421	Theories of Instruction
Ed 563	Computer Programming Using FORTRAN
Ed 524	Selection, Evaluation and Utilization of Media Materials
Ed 625	Managing Emerging Technologies
Ed 720	Curriculum Theory

Other electives students in the Ed Tech Program may choose are courses in special curriculum areas, educational research, and statistics. Students may also take courses in the Department of Computer Science and the School of Management. Students may, with the approval of the Program Coordinator, select optional elective courses in lieu of core

courses if they can demonstrate competence in content areas of core courses.

Division of Curriculum, Instruction and Administration

Mission and Purpose: The Division of Curriculum, Instruction and Administration has responsibility for all programs in curriculum, instruction, administration and supervision within the Department of Education.

The mission of this division at the graduate level is to prepare outstanding professionals for educational roles in schools, colleges, community, and organizational settings. The emphasis is a pragmatic, relevant, and scholarly approach to the preparation of educators. To achieve these goals rigorous programs have been designed to combine theory and research with contemporary educational practice.

The Division of Curriculum, Instruction and Administration offers three different types of degrees: Master's degrees (M.Ed., M.A.T., M.S.T., and M.A.); Certificates of Advanced Educational Specialization (C.A.E.S.); and Doctoral degrees (Ph.D. and Ed.D.) Student programs are individualized under the guidance of an advisor, with special consideration given to each student's career goals and any certification requirements that might exist for the position for which the student is preparing.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Certification

Boston College offers certification programs at the Master's, C.A.E.S. and Doctoral levels. Courses leading to application for certification may be pursued as a degree candidate or as a special student not enrolled in a degree program. In any case, students seeking certification should plan carefully in consultation with the specific coordinator to be sure that they take the appropriate courses because degree requirements and certification requirements may differ. Following is a list of certification areas and the faculty coordinator for each.

Elementary Education	John F. Savage
Middle School Education	Helene Skrzyniarz, S.S.J.
Secondary School Education	Daniel Skala, C.F.X.
Consulting Teacher of Reading	John F. Savage
Supervisor/Director	Raymond Martin
School Principal	Raymond Martin
School Business Administrator	Vincent Nuccio
Superintendent/Asst. Supt.	Vincent Nuccio

Areas of Concentration

The programs and courses address three broad areas of educational endeavor: 1) elementary and secondary schooling, 2) higher education, and 3) training and development in other organizations (including community, social service, business and industry, medical and allied health fields, and government services).

1. Elementary and Secondary Schooling:

This area is designed for those interested in the education of children and adolescents in

public and private elementary and secondary schools. Boston College has earned a wide reputation for preparing outstanding teachers and school administrators in the theoretical and practical aspects of their fields. The Catholic School Leadership program offers a special program for administrators who desire to further their spiritual and professional growth.

2. Higher Education:

Here students prepare for positions in colleges or universities, junior or community colleges, technical institutes, and other post-secondary educational institutions. Future teachers and administrators in higher education choose this program as an opportunity to conduct research and to practice the skills necessary for expertise at that level. Many candidates are preparing for a wide range of administrative positions, including work within offices of:

- presidents and vice-presidents
- deans of academic and student affairs
- registrar, admissions and financial aid
- student development and residence life
- alumni and public relations

3. Training and Development in Other Organizations:

This area attracts candidates intending to educate and train adults for careers within service professions, business and industry. Different programs can be specifically designed to meet a variety of needs, ranging from programs for nursing educators to persons designing training programs within the computer industry.

Degree Programs

Master's Degree Programs in Curriculum, Instruction and Administration

This division offers Master's degrees in seven different areas. Following is a description of each; further information can be acquired by contacting the coordinator.

1. Higher Education: Administration and Student Development Master's Program

Coordinator: *Mary Kinnane*

A minimum of 30 semester hours of course work is required for the M.A. degree. These degree requirements may ordinarily be completed in 2 semesters and a summer of full-time study. For students who have not had prior work experience in higher education, internship in the field is required.

The purpose of the M.A. program is to provide preparation in Higher Education for junior administrators to be employed in the offices of college and university administrators as follows: the president, vice-president, and deans of academic and student affairs and in public administration situations; the registrar, admissions, and financial aid; student development and residence life development, alumni, and public relations. The curriculum is designed to give the student professional preparation for positions in community and junior colleges, universities, technical institutes and other post-secondary institutions. The objectives of the program are as follows:

1. To provide an understanding of the history and philosophy of institutions of higher learning, their values and goals.

2. To understand the organization, structure and function of institutions of higher education and public institutions.
3. To prepare students for a specific area in college, university and public administration.
4. To provide an understanding of student development and the application of theory to student life.
5. To provide practical experience in an institution of higher learning or public office associated with higher education.

Required Courses:

Ed 770	History and Theory of Higher Education
Ed 771	Organization and Administration of Higher Education
Ed 772	Student/Personnel Student Development Programs in Higher Education
Ed 774	The Community Junior College
Ed 778	Theories of Student Development
Ed 975	Internship

Electives to be chosen from related areas, by advisement. Programs will be arranged on an individual basis by the program coordinator. Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

2. School Administration and Supervision Master's Program

Coordinator: *Raymond Martin*

An individual student program leading to the Master of Education degree consists of a minimum of thirty (30) graduate credit hours, which include seven required courses in Educational Administration and Supervision and three electives.

The seven courses are chosen, in consultation with one's academic advisor, from the following:

Ed 450	Introduction to Educational Administration
Ed 451	Personnel Administration
Ed 452	School Finance
Ed 453	The Elementary School Principalship
Ed 454	The Middle School Principalship
Ed 455	The Secondary School Principalship
Ed 456	Legal Aspects of Educational Administration
Ed 458	Administration and the Political Process
Ed 459	Clinical Supervision
Ed 523	Administrative Supervision
Ed 720	Curriculum Theory

The three elective courses are usually chosen from divisional or departmental offerings. If a student is seeking certification in one of the four approved school administrative areas, a Practicum in educational Administration and Supervision (Ed 750) may be taken as an elective course.

3. Curriculum and Instruction Master's Program

Coordinator: *George Ladd*

This comprehensive Master's degree program consists of ten courses. The courses selected are those which the candidate and his or her advisor believe best fit the candidate's

career needs. There is great flexibility in planning individual programs. Programs often combine two or more career interests of a candidate. For example, a candidate might combine an interest in reading instruction and computer education, business education and curriculum theory, publishing and health education, mathematics education and the gifted, or science education and educational administration. In an age when computer education is making significant breakthroughs, this degree provides an excellent way of combining advanced study in one academic area with initial study in the instructional uses of computer technology. These degree programs do not lead to certification. They are designed for educators who see the value of an individually planned graduate program with an emphasis on curriculum and instruction. Within the context of individually planned programs, the following specializations are some of those that are offered, along with advisors for respective programs:

Elementary School Education:	John F. Savage
Middle School Specialization:	Helene Skrzyniarz, S.S.J.
Secondary School Specialization:	Daniel Skala, C.F.X.
Reading Education Specialization:	John F. Savage
Gifted Education Specialization:	Katharine Cotter
Science Education Specialization:	George Ladd

4. Elementary Teachers Master's Program

Coordinator: *John F. Savage*

This 37-hour Master's degree program in Elementary Education leads to Elementary Education Certification (Massachusetts certification, Level 2, Grades 1-6). Prerequisite for this program is a college degree with a major or minor in one of the following areas: English, history, science, mathematics, the arts, or communication. The course of study for students normally includes:

Ed 321	Language and the Language Arts
Ed 414	Learning, Learning Theory and Development
Ed 416	Child Psychology
Ed 420	Practicum
Ed 426	Teaching Music, Art and Movement
Ed 429	Graduate Field Lab
Ed 430	Physical and Social Sciences
Ed 520	Elementary Mathematics Methods: Diagnosis and Remedial
Ed 521	Developmental Reading
Ed 579	Educational Assessment of Learning Problems

Elective courses are chosen with the approval of the Program coordinator. In the Graduate Field Lab, students spend one day a week working in an elementary classroom, under the joint supervision of a cooperating practitioner and a college supervisor. Substantially field-based courses are related to this component, which are normally taken during the fall semester.

The practicum (12 weeks of full-time teaching in the elementary classroom) is normally completed during the spring semester.

Special Education majors requiring elementary certification must make application and obtain approval for the elementary certification program from the Program Coordinator.

5. Secondary Teaching Master's Program

Coordinator: *Daniel Skala, C.F.X.*

Programs have been designed for prospective secondary school teachers leading to the Master of Arts in Teaching or Master of Science in Teaching degrees. These are interdisciplinary programs offered by the School of Education in conjunction with the Arts and Sciences departments. These programs are designed for liberal arts graduates who wish to obtain certification.

These programs combine graduate study with a period of supervised field work which leads to certification. Requirements for the program are 22 graduate hours in Education and 15 graduate hours in the teaching discipline. These are determined on an individual basis. The Education courses are:

- Ed 300-305 Secondary Methods
- Ed 329 Secondary Curriculum and Instruction
- Ed 462 Construction of Achievement Tests
- or
- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 589 Behavior Management
- Ed 429 Graduate Field Lab
- Ed 315 The Psychology of Adolescence
- Ed 323 Reading Instruction in the Middle and Secondary School
- or
- Ed 403 Philosophy of Education
- Ed 428 Student Teaching Secondary School

Approval of each student's program by the Program Coordinator is required during the first semester. Candidates may begin study in the summer, in September, or in January, on either a full- or part-time basis.

In response to the growing need for qualified mathematics and computer science teachers at the secondary school level, the Mathematics Department and the School of Education have designed a sequence of courses which leads to the M.S.T. degree and certification. The sequence is designed for those candidates who have an aptitude for mathematics but lack an undergraduate major in this field. The sequence of courses consists of 36 credits in mathematics and 22 credits in education. The time required to complete the program will be determined by the candidate's quantitative training and experience in an educational setting. Applicants are encouraged to contact the Secondary Coordinator for more information.

6. Reading Specialist Master's Program

Coordinator: *John F. Savage*

The Graduate Reading Program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists to increase

knowledge and to develop competencies necessary to function as reading specialists. The Program is approved to enable candidates to meet Massachusetts certification standards for Consulting Teachers of Reading. The Program is also approved by the Interstate Certification Compact and by NCATE, and it conforms to the guidelines of the International Reading Association.

The 31 credit-hour course of study normally includes:

- Ed 321 Language and the Language Arts
- Ed 323 Reading Instruction in the Middle and Secondary School
- Ed 416 Child Psychology
- Ed 429 Graduate Field Lab
- Ed 521 Developmental Reading Instruction
- Ed 579 Assessment of Children with Learning Problems
- Ed 721 Remedial Reading Techniques
- Ed 725 Reading Practicum
- or
- Ed 726 Reading Internship

Admission requires certification as a classroom teacher and a minimum of one year teaching experience in a position covered by that certificate.

7. Catholic School Leadership Master's Program

Coordinator: *Clare Fitzgerald, S.S.N.D.*

The Catholic School Leadership Program has been designed in response to an expressed need to assist Catholic School administrators in their unique role of bringing new vision to Catholic schools. The thirty-credit program (33 credits where state certification demands) leading to a Master's Degree is open to practicing or prospective administrators. Students interested in certification will be treated on an individual basis.

Coursework focuses on the spiritual and professional preparation of the leader. Required courses are scheduled during Summer Session with flexibility to pursue courses during fall and spring semesters. Students may study part-time or full-time and complete the degree or certificate in a minimum of two and half or a maximum of four years. The program is tailored to meet the individual needs of the students enrolled.

Required Courses:

- New Vision for Catholic School Leadership
- The Spirituality of the Leader
- Introduction to Non-Public School Administration
- Personnel Leadership in the Non-Public School
- Administration of Curriculum in the Non-Public School
- Legal Aspects of Administration for Non-Public Schools
- Finance for the Non-Public School (Integrating Seminar)

Elective Courses:

- Moral Education
- Supervision and Evaluation of Curriculum
- Documents of Vatican II
- Administrative Internship
- Computers in Education
- Cross-cultural experience
- Biblical Roots of Justice

Selected courses offered through the Theology Department, the Institute of Religious Education and Pastoral Ministry and the School of Management may be taken with the approval of the Coordinator.

C.A.E.S. Program in Curriculum, Instruction and Administration

The C.A.E.S. Program is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a Doctoral degree, but seek a higher degree of specialization or professional certification in an administrative field.

There is a great flexibility in planning individual C.A.E.S. Programs. The candidate and his or her advisor select the ten courses which best fit the candidate's career needs. Following are the general areas of specialization and their respective coordinators:

School Administration and Supervision
C.A.E.S.

Coordinator: *Donald Donley*

Curriculum and Instruction C.A.E.S.

Coordinator: *Fred John Pula*

Catholic School Leadership C.A.E.S.

Coordinator: *Clare Fitzgerald, S.S.N.D.*

Doctoral Programs in Curriculum, Instruction and Administration

The Doctoral Programs in Curriculum, Instruction and Administration are designed for persons seeking leadership roles within a variety of educational settings, such as schools, higher education, public policy, business, hospitals or other social organizations. The programs offer candidates flexibility in selection of courses while providing them with the opportunity to develop strong leadership skills in the fields of administration, curriculum and instruction.

The programs contain four components: a core of basic required courses, an area of specialization, a practicum or internship, and a dissertation. Requirements for each component are described below.

Core

The core covers three areas: Instruction, Human Resources Management, and Research/Evaluation. Because programs of study are individually planned according to each candidate's background and goals, specific courses within these areas differ from program to program. Courses are selected in consultation with advisors. (See the catalog course descriptions.)

The purpose of the *Instruction Core* is to assist doctoral students in learning how to articulate and effectively act upon curriculum and instructional issues, evaluate curriculum and instructional practices, implement planned organizational and instructional change, obtain financial and organizational support, and help others develop innovative ideas, practices and materials. Candidates take three courses in the Instruction Core: one in *Curriculum Theory* (Ed 720); one in *Instructional Theory* (Ed 421); and one in *Educational Change* (Ed 819 or Ed 729).

The purpose of the *Human Resources Management Core* is to help students understand and manage human behavior. This includes enabling students to obtain an understanding of

administrative and supervisory roles, the ability to work with students in all aspects of student affairs, skills in supervising personnel, and an understanding of the legal, ethical and political ramifications of both organizational behavior and one's own behavior within an organization. In Human Resources Management, candidates take a total of four courses, one in each of the following areas: *Administration* (Ed 450, 755, 771, or 871); *Personnel/Supervision* (Ed 451, 459, 523, or 953); *Law/Ethics/or Politics* (Ed 458, 456, 878 or 956); and *Human Development/Student Affairs* (either Ed 772, Ed 778, Ed 872, Ed 440, or a Psychology course). Specific course selection depends on each candidate's professional background and needs.

The purpose of the *Research/Evaluation Core* is to provide candidates with the basic research and evaluation skills needed to analyze and evaluate educational endeavors and to write a dissertation. In the area of *Research Skills* (statistical, historical, qualitative), the departmental requirements must be fulfilled. In the area of *Evaluation* skills, one course must be taken (either Ed 466, Ed 467, or Ed 561).

Specializations

Candidates will be expected to develop an expertise in the area in which they intend to assume leadership responsibility. Acquisition of this expertise shall include at least six courses in the area of specialization. Specifics of the area of specialization will be arranged between the candidate and his or her advisor, depending upon the candidate's performance, background and career goals. The six broad areas of specialization which are offered by the Division are described below.

School Administration

Admissions Advisors: *Joseph Duffy, S.J.* or *Lester Przewlocki*

This specialty is for students who aspire to leadership roles in educational administration and supervision. Specialization is offered in the areas of Supervision/Director, Principalship (N-6, 5-9, 9-12), Superintendency and School Business Manager. Programs also prepare students to work in administration and supervision position in related areas such as business, government, social agencies and other educational agencies.

Curriculum/Instruction Within Schools

Admission Advisors: *George Ladd* or *Michael Schiro*

This specialty is for people who are currently in, or who plan to assume, instructional leadership roles in public and private schools and school systems. Courses and related program experiences are planned to develop competencies necessary in the design, implementation, and evaluation of curriculum. There is a complementary emphasis on designing strategies for effective instruction. Students can pursue programs that involve developing expertise in several areas of instruction, such as Reading, Mathematics, Computers, and Science, or combinations thereof.

Higher Education Administration

Admission Advisors: *Mary Kinman* or *Lester Przewlocki*

This specialty is for people who are currently in, or who plan to assume administrative or student affairs positions in institutions of higher learning. This operation includes the development of a sound theoretical and conceptual basis for understanding the governance of colleges and universities. This is succeeded by analysis of practical problems, leading to the studies in policy development and implementation. Preparation for a wide range of administrative positions in student personnel/student development are offered, including work within the offices of: president, vice president, and deans of academic and student affairs and in public administration; registrar, admissions, and financial aid; student development and residence life development, alumni and public relations.

College Teaching

Admission Advisors: *George Ladd* or *Donald Donley*

Persons intending to teach within higher education develop an area of specialty that includes at least six courses in Higher Education or an area of academic specialty. The following includes some suggested courses from those that are available in Higher Education: Ed 771, Organization and Administration of Higher Education; Ed 778, Theories of Student Development; Ed 774, Introduction to Community-Junior College I; and Ed 770, History and Theory of American Higher Education. Courses in areas of academic specialty range from business education to nursing education.

Computer-Aided Instruction and Educational Technology

Admission Advisors: *Fred John Pula* or *Walter Haney*

Persons specializing in computer-aided instruction and educational technology are expected to take six courses in this field with at least one course in each of the following areas: educational applications of computers, computer programming (regarding one of the programming languages finding widespread application in education); the social role of technology; and media or audio-visual technology. They are also encouraged to take one course in a particular area of application (such as technology for the handicapped, or management or research uses of computers). In addition, students are encouraged to take a semester-long practicum.

Training and Development in Other Organizations

Admission Advisors: *Fred John Pula* or *Charles F. Smith, Jr.*

Persons preparing to be instructional leaders in the areas of medical and allied health field, business and industry, government services, or other related areas develop a specialty that includes taking at least six courses in the area of instructional leadership for which the candidate is preparing. For example, a person from industry who is working in training might take six courses in the area of curriculum and management, while a person from nursing might take six courses from a combination of Higher Education and Nursing offerings.

Different programs can be specifically designed to meet a variety of needs ranging from programs directed toward nursing educators to programs directed toward persons designing software and training programs within the computer industry.

Professional School Administrator Program (PSAP)

Admission Advisor: *Vincent Nuccio*

The Professional School Administrator Program is a specifically designed doctoral program which leads to the Doctor of Education Degree. Experienced school administrators selected for this program meet for five half-days of the Pro-Seminar, and on the average of two full days per month during the fall and spring semesters plus eight days during the two summers over a three-year period, and spend additional time on campus for their research and individual conferences. The First Class entered the program in 1973. The Second Class entered the program in the summer of 1976. The Third Class entered the program during the summer of 1979. The Fourth Class entered the program in the summer of 1982. A specialty class in Special Education Administration (PSAP V) was admitted in Summer, 1984. PSAP VI began in the summer of 1985. The next PSAP class (PSAP VII) is planned to begin in the summer of 1988.

All of the requirements of the Graduate School of Arts and Sciences and the Department of Education apply to this program including the application procedures. In using the regular application form applicants are asked to write "Professional School Administrator Program" under area of concentration. A program brochure is available upon request at the Graduate Admissions Office, Department of Education, Campion Hall, Boston College, Chestnut Hill, MA 02167.

Practicum/Internship

The Practicum/Internship is designed for those students who need on-site educational experiences in an area directly related to their specialization. Candidates expecting to receive certification or to enter a job different from the one they have been currently performing should complete a practicum/internship. The practicum/internship will involve working in a leadership role in an educational setting similar to the one the candidate wishes to enter in the future. With approval, candidates who have been or who are currently employed in a job they want to continue can complete the internship within that setting. All candidates (especially those seeking certification) must plan carefully with their advisor to insure that the necessary prerequisites leading to the practicum are completed.

Dissertation

Candidates will be expected to write a dissertation which may be empirical or non-empirical in nature.

Division of Special Education and Rehabilitation

Mission and Purpose: The mission and purpose of the Division of Special Education and Rehabilitation is the preparation of personnel at the undergraduate, Master's, C.A.E.S. and doctoral levels to work with or on behalf

of handicapped children, youth and adults in educational, rehabilitative and residential settings in public and private facilities; and the initiation of basic and applied research involved with handicapped children, youth and adults. Current faculty research includes projects in competency-based teacher preparation models, professional standards, electronic travel aids in rehabilitation, the use of sonar sensory aids with blind children, educational placement of handicapped students in public schools, and adaptations of rapid transit systems for visually handicapped persons.

The Division promotes understanding and sensitivity to the problems of the handicapped through course work and field experiences offered to students in undergraduate and graduate programs in other segments of the University. Part of the commitment to the Boston College community includes the development of responsive resources within departments and student programs where handicapped students may be enrolled.

Since Boston College is committed to the service of the larger community beyond the University, the Division maintains a close working relationship with numerous schools and agencies in the Greater Boston area. Notable among the affiliations are the Developmental Evaluation Clinic at Children's Medical Center, Perkins School for the Blind, Gaebler School of the Metropolitan State Hospital, South Shore Collaborative, Kennedy Memorial Hospital School and the Carroll Center for the Blind. The Division operates the Boston College Campus School for Multihandicapped Children as a response to the need for appropriate services for severely handicapped children and young adults, and as a laboratory school for programs preparing teachers for this population.

Details of the available graduate programs in the Division are provided in the descriptions which follow. Applications for these programs are accepted throughout the year.

1. Moderate Special Needs (Learning Disabilities, Mild Retardation and Behavior Disorders)

Coordinator: Jean Mooney

This program prepares specialists who will provide direct services to children within resource rooms or substantially separate classes in public or private schools. The population they serve is generally classified as learning disabled, mildly retarded or behaviorally handicapped in other states. This program, however, is based on a cross-categorical model focused on educational need rather than category of handicapping condition. No previous teaching experience is required. Entry into the program may be at one of three levels:

Plan A: Students with no previous background in education select a sequence of courses leading to certification in Elementary Education prior to coursework in Special Education in Plan B.

Plan B: Students already certified in Elementary or Secondary Education (30 to 35 credits)

- Ed 460 Interpretation & Evaluation of Education Research
- Ed 485 Individuals with Learning & Behavior Problems
- Ed 495 Human Development and

- Handicapping Conditions
- Ed 579 Educational Assessment of Learning Problems
- Ed 587 Remedial Strategies
- Ed 589 Behavior Management Strategies
- Ed 593 Introduction to Speech & Language Disorders
- Ed 680 Evaluation & Guidance of Exceptional Children
- Ed 721 Remedial Reading Techniques
- Ed 781 Student Teaching
- or
- Ed 696 Internship

Plan C: For students already certified in Elementary/Secondary and Special Education (30 credits). Programs are planned according to student's past experiences and career goals.

Career/Vocational Option

Students in Plan B or C may choose electives in the area of Career/Vocational Special Education. Although no certificate exists in the Commonwealth of Massachusetts, nine states offer this credential. Students select from the following courses:

- Ed 399 Career/Vocational Strategies and Materials
- Ed 590 Career Exploration and Setting Awareness (Summer only)

Students have the option of testing out of courses which they have acquired through previous educational experiences.

Emotional Disturbance Option

This program will prepare specialists to work with emotionally disturbed children. It is available as a fifth year to undergraduates or for graduate students of other programs interested in working with this type of population. It leads to a Master's and may lead to certification in emotional disturbance in states which have categorical certifications. Entry may be at various levels, which will be determined by the Program Coordinator. Students will enroll in the following courses:

- Ed 589 Behavior Management Strategies
 - Ed 440 Principles and Techniques of Counseling
 - Ed 445 Clinical Child Psychology
 - Ed 475 Advanced Behavior Management
 - Ed 488 Theories and Strategies for Teaching Emotionally Disturbed Students
 - Ed 579 Educational Assessment of Learning Problems
 - Ed 641 Behavior Disorders in Childhood and Adolescents
 - Ed 721 Remedial Reading Techniques
- Practicum Electives Program requirements will be adjusted according to students' previous training and experience.

2. Generic Consulting Teacher

The Generic Consulting Teacher is trained to deal with educational problems across the broad range of mild to moderate handicapping conditions. Emphasis is placed on diagnostic-prescriptive teaching, curriculum adjustment and those interpersonal skills appropriate to the role of the consultant. Prerequisite to entrance into this program are a basic teaching credential and a minimum of two years of teaching experience in the area of the certificate. For experienced teachers already

certified in Moderate Special Needs, adjustments are made in requirements through a test-out and waiver process.

- Ed 460 Interpretation & Evaluation of Educational Research
- Ed 485 Individuals with Learning & Behavior Problems
- Ed 495 Human Development and Handicapping Conditions
- Ed 579 Educational Assessment of Learning Problems
- Ed 587 Remedial Strategies
- Ed 589 Behavior Management Strategies
- Ed 593 Introduction to Speech & Language Disorders
- Ed 695 Human Relations in Work with the Handicapped
- Ed 721 Remedial Reading Techniques
- Ed 781 Student Teaching
- or
- Ed 696 Internship

Students have the option of testing out of courses which they have acquired through previous educational experiences. Six hours of appropriate graduate credit may be transferred.

3. Multihandicapped and Deaf/Blind Program

Boston College has a long history of preparing specialists to work with multihandicapped and deaf/blind infants, children, and youth. Graduates of this program are serving multihandicapped and deaf/blind children in a variety of roles throughout the United States and other countries. The Multihandicapped and Deaf/Blind Program leads to a M.Ed. degree or a C.A.E.S. degree (30 credit hours beyond the M.Ed.). The focus of this program is upon children who are functioning at a pre-academic level. Practical experiences working with multihandicapped and deaf/blind children are important components of this program. Students may choose a particular focus (e.g. infant stimulation, adolescence, pre-vocational, young children, etc.). Most students enter the program at one of three levels:

Level I: Students with no previous training in special education complete the requirements for the Severe Special Needs Program and the M.Ed. degree at the end of the first year. The Multihandicapped and Deaf/Blind Program requirements are completed at the end of the second year, leading to a C.A.E.S. degree.

Level II: Students with undergraduate majors and certification in Severe Special Needs can complete a 30-hour sequence for the M.Ed. degree.

Level III: Students with M.Ed. degrees in Severe Special Needs can complete a 30-hour sequence for the C.A.E.S. degree.

Additionally, students with undergraduate study in some area of special education may enter the program. Coursework and credits leading to a M.Ed. depend upon an evaluation of previous coursework and experience.

Adjustments in course selection and sequence will be based upon previous preparation and experience. The core course sequence is as follows:

- Ed 686 Communication Disorders: Multihandicapped Children
- Ed 380 Functional Implications of Vision Pathology
- Ed 386 Communications (Manual) II

- Ed 487 Education and Rehabilitation of the Visually Handicapped
- Ed 583 Orientation and Mobility for the Visually Handicapped
- Ed 598 Introduction to Audiology
- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 491 Practicum: Multihandicapped
- Ed 492 Organization and Administration of Multihandicapped and Deaf/Blind Programs
- Ed 427 Internship in Severe Special Needs
- Ed 506 Student Teaching: Multihandicapped
- Electives

4. Severe Special Needs Program

Coordinator: *James Cremins*

The Severe Special Needs (SSN) Program at Boston College is a graduate level program which leads to a Master's degree in Special Education and prepares the student to work with the broad range of severely handicapped citizens. Both formal coursework and multiple field experiences are included in the program. Students may participate on a full- or part-time basis.

All students in the program take a series of courses which are built around competency requirements for the Massachusetts teaching credential Teacher of Children with Severe Special Needs. The following courses are included in the programs of all students:

- Ed 374 Management of the Behavior of Children with Severe Special Needs
- Ed 384 Severe/Multihandicapped Techniques I
- Ed 389 Assessment of Children with Low Incidence Handicaps
- Ed 398 Working with Parents
- Ed 399 Career Vocational Strategies and Materials
- Ed 475 Advanced Behavior Management
- Ed 490 Severe/Multihandicapped Techniques II
- Ed 495 Human Development and Handicapping Conditions
- Ed 593 Introduction to Speech and Language Disorders
- Ed 782 Student Teaching: Severe Special Needs

Students who have had no previous coursework in education will be required to take a pre-requisite course in Child Growth and Development.

5. Visually Handicapped Studies

Coordinator: *Richard M. Jackson*

Since 1960 Boston College has been preparing professional personnel at the graduate level to work with blind and visually impaired individuals in home, community, school and agency settings. Over the years, a variety of preparation programs have emerged, enabling students to concentrate on one or a combination of certification areas. A diverse and highly specialized faculty provides each student with a broad exposure to the range of disciplines comprising the blindness service system as well as intensive grounding in the career path of the student's choice. The accumulated resources of the University permit the student to have direct

access to the wealth of technology developed to promote ease of travel and communication for the visually handicapped.

Over the years, Boston College has developed extensive and well articulated affiliations with collateral agencies in the greater Boston area. These afford unparalleled opportunities for students in Visually Handicapped Studies to observe, practice-teach and intern as researchers or administrators in settings where state-of-the-art practices are underway.

At the Master's level, Visually Handicapped Studies are organized to prepare professionals to work with either children or adults. At the Certificate of Advanced Educational Specialization (C.A.E.S.) level, programs prepare post-Master's professionals in supervision, administration or evaluation to function in a wide range of educational settings or a variety of rehabilitation services. The doctoral level program prepares leadership personnel in visually handicapped education with an emphasis on either research, administration, or personnel preparation.

Students enrolled in the majority of programs within the Visually Handicapped Studies alternatives receive scholarships granted to the University by the U.S. Office of Special Education and Rehabilitation Services. Since a great need exists for qualified personnel to work with the visually handicapped in all regions of the nation, federal legislation continues to make provisions for the financial support of students preparing for careers in this vital area. Research assistantships on various funded projects directed by the faculty are often available for graduate students who wish to combine their studies with remunerative participation in visually handicapped research.

Further information and application materials on awards and assistantships can be obtained by writing the Project Director or the specific program contact persons. For additional sources of financial assistance, inquiries should be directed to the University's Office of Financial Aid, Lyons Hall 210.

The Project Director encourages applications from a variety of candidates who possess energy; purpose and a commitment to improving the quality of life for the visually handicapped.

All Master's students in visually handicapped studies must complete the following courses sequence:

- Ed 380 Functional Implications of Visual Pathology
- Ed 486 Communication Skills for the Visually Handicapped
- Ed 487 Education and Rehabilitation of the Visually Handicapped
- Ed 497 Self-Help Skills for the Visually Handicapped
- Ed 583 Foundations of Orientation and Mobility for the Visually Handicapped
- Ed 689 Assessment and Planning with the Visually Handicapped

Program options described below will require additional coursework and field experience particular to the student's professional objectives.

Further information can be obtained by writing the contact person for each program option.

Program Options

Educator of the Visually Handicapped

Contact: *Richard M. Jackson*

Students are prepared as teacher/consultants to work with visually handicapped children and youth in a variety of educational settings. Regular classrooms, resource rooms, and special classes in public or private residential programs are examples of settings where teacher/consultants are needed to deliver direct instructional services and to consult with other educational personnel as well as parents.

Through academic coursework and practica experiences, students are prepared to work with totally blind or low vision children. Consideration is also given to the child with concomitant handicaps. The length of the program varies with the background and level of entry of the student. Applicants lacking teaching credentials may incorporate the necessary coursework for certification into their program of studies.

Students with elementary or secondary certification pursue a 35-credit hour (approximately) course of study usually covering one summer and one academic year. For students who have an undergraduate degree in Education of the Visually Handicapped, an individually designed program may be planned to broaden and improve proficiencies in working with exceptional children. Graduates will be eligible for Massachusetts state teacher certification.

Educator of the Visually Handicapped and Teacher of Orientation and Mobility

Contact: *Ginger Brown*

Students are prepared to assist visually impaired children in the development of functional motor and cognitive skills related to environmental awareness and independent travel. Students are also prepared to function as teacher/consultants as described above.

In addition to completing the requirements of the Educator of the Visually Handicapped Program, students will receive extensive preparation in teaching visually handicapped children and youth to develop or re-establish the abilities of orientation and safe, independent, purposeful travel within environments appropriate to the child. Use of long cane and other travel aids as well as use of residual vision is emphasized. Orientation and mobility instruction is conducted on a one-to-one basis, not in a classroom as in the case of conventional teaching.

This is a 45-credit hour (approximately) course of study. Graduates will be eligible for Massachusetts state teacher certification and certification by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AERBVI) as instructors of orientation and mobility (peripatology).

Transition Specialist for Visually Handicapped Youth and Young Adults

Contact: *Tom Banning*

This innovative multidisciplinary program prepares students to work with visually handicapped youth who are exiting from special education programs. Graduates are prepared to assess the personal, environmental and vocational capabilities of individual youths, and to

design, deliver, and manage an intervention program for maximum community integration. Graduates will also be able to initiate staff development and other inservice projects in agencies attempting to develop services which link education programs with vocational training, job placement, and independent community living.

This 50-credit hour (approximately) program includes coursework, practice teaching experiences in both rehabilitation teaching and orientation and mobility, and an administrative internship in transitional services. Graduates are eligible for certification in both Rehabilitation Teaching and Orientation and Mobility (peripatology) by the Association for Education and Rehabilitation of the Blind and Visually Impaired.

Rehabilitation Teacher of the Visually Handicapped

Contact: *Richard Jackson*

Students are prepared to function as professional members of rehabilitation teams and to instruct newly and congenitally blind youth and adults in rehabilitation facilities, hospitals, educational settings, or home environments. Areas of instruction include skills of daily living, communication, and personal care.

This program consists of 36 credit hours (approximately) taken over a 12-month period and includes coursework, a part-time practicum in a local agency, and a full-time internship placement. Graduates qualify for certification in Rehabilitation Teaching by the Association for Education and Rehabilitation of the Blind and Visually Impaired.

Rehabilitation Teacher and Orientation and Mobility Instructor

Contact: *Hugo R. Vigoroso*

Students are prepared to teach visually handicapped youth and adults to develop or re-establish the skills of orientation and safe, independent, purposeful travel within environments appropriate to each client. Students are also prepared to teach the various skill areas described above.

In addition to completing the requirements of the Rehabilitation Teacher Program, students will receive extensive preparation in orientation and mobility. The ability to travel affects and is affected by all aspects of a person's life. Orientation and mobility instruction is conducted on a one-to-one basis, not in a classroom as in the case of conventional teaching.

This 45-credit hour (approximately) program consists of academic, field, and clinical experiences. Graduates qualify for certification in Rehabilitation Teaching and Orientation and Mobility (peripatology) through the Association for Education and Rehabilitation of the Blind and Visually Impaired.

6. C.A.E.S. Program

Coordinator: *Philip DiMattia*

Boston College, through the Division of Special Education and Rehabilitation, offers graduate programs and professional development training for the major direct service, administrative and supervisory positions in special education and related special service areas.

The Certificate of Advanced Educational Specialization (C.A.E.S.) is one program whereby individuals can further enhance and develop their particular interest and professional concern in diverse areas of Special Education. Applicants for admission to the C.A.E.S. program must meet all of the specific requirements of the Graduate School of Arts and Sciences and the Department of Education. In addition, the following requirements of the division must be met:

1. be a certified or certifiable special educator with successful experience in education or in some closely related area.
2. submit a statement of career goals.

The statement of career goals should include the kinds of experiences the applicant feels Boston College can provide to help attain these career goals. It serves as a basis for program planning. The student, along with a faculty advisor, form a partnership team responsible for the stated goals. The program seeks those qualified and interested applicants who can assume responsibility for their own continued professional development. An individual student program leading to the C.A.E.S. usually consists of a minimum of thirty credits or approximately ten courses. The courses and experiences selected are those which the student and his/her advisor believe best fit developmental needs.

Those interested in pursuing the Special Education Administrator emphasis will complete eighteen hours in Special Education and twelve hours in regular administration. Competency areas required for all Special Education administrator emphasis include: Special Education Services, Program Planning, Budget and Management, Staff Development and Training, Evaluation, Administrative Behavior, Laws and Regulations, Supervision and Curriculum Development.

For further information, write to the program coordinator.

7. Doctoral Programs in Special Education and Rehabilitation

Coordinator: *John Junkala*

Applicants for the Ph.D. or the D.Ed. may specialize in Special Education or Rehabilitation. To be admitted to one of these areas of specialization at the doctoral level, applicants must have had previous professional preparation and experience in Special Education or Rehabilitation. For those accepted into the Special Education Program, the emphasis of their studies may be in a specific area such as visual studies, special education administration, or mental retardation; or in the broad area of disabilities with emphasis on research and/or teacher preparation. Students accepted into the Rehabilitation Program concentrate on supervision, administration, and/or research.

In addition to the Departmental research sequence, all students are required to complete a doctoral core in special education consisting of the following courses:

- | | |
|--------|---|
| Ed 881 | Special Education Legislation and Regulation (Fall, 1986; Fall, 1988) |
| Ed 791 | Projects in Special Education and Rehabilitation (By arrangement) |

Ed 880	Contemporary Issues in Special Education (Spring, 1987; Spring, 1989)
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Ed 883	Dissertation Seminar in Special Education (Fall, 1987; Fall, 1989)
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For general information about admission to these programs, applicants should refer to the introduction to this section on Education (Doctor of Philosophy and Doctor of Education degrees). For specific information, contact the coordinator.

Course Offerings

Ed 300	Secondary Science Methods (F: 3)
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A survey of several current secondary science curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science class techniques and stressing the inquiry approach to science teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community.

M., 4:30-6:15

George Ladd

Ed 301	Secondary History Methods (F: 3)
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This course will demonstrate methods for organizing a unit, utilizing original sources, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. Ed 258 or 429 must be taken concurrently.

M., 4:30-6:15

The Department

Ed 302	Secondary English Methods (F: 3)
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This course deals with a range of topics and concerns related to the effective teaching of English at the Secondary level. Students will review the research and explore the role of the English teacher within the school organization. Particular emphasis will be placed on the preparation and planning for language and communication skills, literature and composition.

Sat., 9:00-12:00

The Department

Ed 303	Secondary Language Methods (F: 3)
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A review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audio-visual materials (overhead transparencies, tapes, films and computer software) and learn how to integrate these ancillaries into their lesson plans.

M., 4:30-6:15

Rebecca Vallette

Ed 304	Secondary Math Methods (F: 3)
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This course is designed to prepare the student for teaching in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading papers, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work. Ed 258 or 429 must be taken concurrently.

M., 4:30-6:15

The Department

Ed 305 Secondary Math and Science Methods

A survey of several current secondary science and mathematics curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science and mathematics class techniques and stressing the inquiry approach to science and mathematics teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community. Ed 258 or 429 must be taken concurrently.
Offered 1987-88

George Ladd

Ed 310 Family, School, and Community Relations (S: 3)

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and long term effects of divorce, single parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education.
M., 4:30-6:15

Irving Hurwitz

Ed 315 The Psychology of Adolescence (S: 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.
Th., 4:30-6:15

The Department

Ed 316 Seminar and Practicum on Early Education (S: 3)

This course focuses on the construction of a model early education program through the careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College plus a one-day-a-week field practicum at the Boston College/J.C.C. Collaborative Preschool. The cooperating teachers at the preschool and the Boston College consultants in the projects will participate in the seminar with the students. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.
Th., 4:30-6:15

Beth Casey

Ed 319 Psychology and Education of Creative People (F: 3)

This course will consider psychological aspects of four areas of creative activity: personality,

productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experience of the students themselves. All age levels of creative development are included.
T., 4:30-6:15

John S. Dacey

Ed 321 Language and the Language Arts (S: 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts in the elementary and middle schools.
M., 4:30-6:15

John Savage

Ed 323 Reading Instruction in the Middle & Secondary School (S: 3)

A course that includes principles and practices of developmental and remedial reading instruction at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments.
Th., 4:30-6:15

Kathleen Amico

Ed 325 Science in the Elementary School (S: 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.
By arrangement

George Ladd

Ed 326 Science in the Secondary School (F: 3)

Current issues, trends and innovations in science education at the secondary (7-12) level will be investigated and discussed. This course is required of all Master's, C.A.E.S., and Doctoral students with a science education emphasis in their programs.
By arrangement

George Ladd

Ed 327 Teaching the Gifted (S: 3)

The course will involve an examination of outstanding teaching/learning models for the gifted, followed by individual and group activities centering on the development of strategies and materials based on a single model or an eclectically developed one.
W., 4:30-6:15

Katharine Cotter

Ed 328 Psychology of the Gifted (F: 3)

The course is comprised of a study of gifted people, with an emphasis on children and youth in school. Among the topics studied are: interactions and impacts of giftedness and various environments; the problems of underachievement and non-productivity; the nature of genius and high intelligence; factors contributing to the achievement of eminence in various fields; and the guidance of the gifted toward the development of their potential.
Th., 4:30-6:15

Katharine Cotter

Ed 330 Field Education and Supervised Practicum in Religious Education (F, S: 3)

This program provides the student with supervised experience in Religious Education. The practicum provides an opportunity to integrate theory and practices as related to individual field experiences. Consultation and process analysis will be used to critique performance and develop personal skills and individual styles of ministry.
By arrangement

Religious Education Faculty

Ed 334 Special Projects in Religious Education (F, S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

334.01

Mary C. Boys, S.N.J.M.

334.02

Thomas Groome

334.03

Padraic O'Hare

Ed 350 Legal Rights of Teachers and Students (S: 3)

A course designed to acquaint teachers with their legal rights and the rights of students.
W., 4:30-6:15

Lester Przewlocki

Ed 351 Budget and Financial Planning in Catholic/Private Schools (F: 3)

Recognizing that this area is of vital importance for Catholic and private schools, this course will examine the various aspects of budget formulation, development programming and long range financial design. This examination will include budget constructs, fundraising, alternative revenue sources, public relations, long range financial planning, and student recruitment. September 26/27; October 24/25; November 21/22; December 12/13. Friday, 4:30-7:30 p.m.
Saturday, 9:30 a.m.-3:30

Vincent Nuccio

William McNeill

Ed 355 Ethical and Moral Dimension of Administrative Decision-Making (F: 3)

School administrators have long recognized the ethical dimensions of their decisions. They inevitably deal with a diversity of people: staff, faculty, children, parents, community agents. The course, while synthesizing the growing literature on the topic, will treat the practical aspects of the subject. Participants will be asked to bring to class some very concrete examples of the moral dilemmas they are facing daily.
October 10/11; November 7/8; December 12/13
Friday, 4:30-7:30 p.m.
Saturday, 9:30-3:30 p.m.

The Department

Ed 356 Management and Evaluation of School Personnel (F: 3)

This course will concentrate on personnel planning and selection, induction, orientation, and a system-wide view of personnel administration. Attention will be given to staff development and performance evaluation. Current trends in supervision will be covered.
October 3/4; October 31/November 1; December 5/6
Friday 4:30-7:30 p.m.
Saturday 9:30 a.m.-3:30 p.m.

The Department

Ed 361 History of Western Education I (F: 3)

Beginning with classical Greek education, this course surveys the principal cultural and educational movements to the advent of the Renaissance.
Th., 4:30-6:15

Edward Power

Ed 362 History of Western Education II (S: 3)

Beginning with fourteenth-century humanism, this course deals with the development of modern European education and, in overview, adverts to the transplantation of a European educational paradigm in colonial America.
Th., 4:30-6:15

Edward Power

Ed 363 Children's Literature (S: 3)

Through the use of various media and the extensive reading of children's books, this

course examines folk literature, fantasy, poetry, modern fiction, historical fiction, biography, and informational books for children. Special emphasis is given to the use of children's literature in pre-school and elementary classrooms and to the development of teacher behaviors designed to evoke appropriate responses to literature.
M., 4:30-6:15 *Lillian Buckley*

Ed 364 Introduction to Social Psychology (F: 3)
This course introduces several social psychological theories and reviews a body of literature applying social psychological principles. Among the topics which may be dealt with are attitude theory, cognitive dissonance, balance theory, small group theory, game theory, zero-sum games, social learning theory, social power and influence, networks, the concept of culture, cultural differences, group interaction, social class and race, prejudice and strategies for reducing it, and general social intervention theory.
M., 4:30-6:15 *Ronald Nuttall*

Ed 365 Mass Media and Education (F: 3)
Modern technology has converted the audio-visual service of old into the media centre of today. The major impact of contemporary media of communication on education, however, will probably be felt in the informal rather than the formal sector. This course will examine the roles and responsibilities of both printed and broadcast media on the total educational enterprise.
W., 4:30-6:15 *Pierre Lambert*

Ed 367 Introduction to BASIC (F: 3)
An introduction to computers and their applications in education. The origins, development, and workings of computers will be reviewed. Current hardware, software, and courseware systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize using practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.
Th., 4:30-6:15 *John A. Jensen*

Ed 368 Introduction to LOGO (S: 3)
An introduction to microcomputers and programming using the LOGO language. Intended for educators; no prerequisites. Students will have hands-on experience using Apple microcomputers and will complete a term project using the language.
W., 4:30-6:15 *John A. Jensen*

Ed 372 Introduction to PASCAL (S: 3)
An introduction to computers and programming using the PASCAL language. Intended for educators. No courses are prerequisite; however, some exposure to computers is assumed. Students will develop structured algorithms for the solution of problems applicable to education and program their solutions using the PASCAL language. Both time-shared and microcomputer implementations of PASCAL will be used by students.
M., 4:30-6:15 *John A. Jensen*

Ed 374 Management of the Behavior of Severe Special Needs Students (F: 3)
The focus is primarily on behavior modification principles and practices for severe special

needs students. Students will be exposed to theoretical constructs underlying classical and operant conditioning, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and related topics.
M., 4:30-6:15 *Richard Weisenfeld*

Ed 380 Functional Implications of Vision Pathology (F, Summer: 3)
This course examines the educational and rehabilitative implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. Course assists students in the interpretation of ophthalmic and optometric data for individualized program planning with the visually handicapped. An overview of systems for visual stimulation, sight utilization and perceptual motor training is included.
M., 4:30-6:15 *Richard Jackson*

Ed 382 Alternative Communication Systems (S: 1)
A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., Braille, manual alphabet, natural gestures, signing. The course is designed for students who want an exposure to alternative communication systems. By arrangement *Barbara McLetchie*

Ed 384 Severe/Multihandicapped Techniques I (F: 3)
This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching the multi-handicapped child. The areas of gross motor, fine motor, and self-care are emphasized. Medical management of children and the role of the educator in the multi-disciplinary team are included. The students should be prepared to participate in a one day per week field placement.
W., 4:30-6:15 *Barbara McLetchie*

Ed 386 Communication (Manual) II (S: 3)
A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling and American sign language. Theoretical foundations of total communication will be investigated.
W., 6:30-8:15 *The Department*

Ed 389 Assessment of Children with Low Incidence Handicaps (F: 3)
The assessment process, including norm-referenced and criterion-referenced devices for children birth to six, is the primary focus of this course. Observational schedules and functional vision and hearing assessments are addressed. Substantial field work is required in this course.
Th., 4:30-6:15 *Sherrill A. Butterfield*

Ed 396 Independent Living Skills for the Visually Handicapped (S: 3)
Through class discussion and laboratory experience, basic home care skills such as meal preparation, housekeeping, home mechanics, and crafts are presented. Also introduced are alternative communication systems utilized by the handicapped (e.g. Braille, signing). Adaptations for pre-vocational and vocational skills

are considered in relation to practical, social and therapeutic influences.
W., 1:30-4:15 *The Department*

Ed 398 Working with Parents of Severe Special Needs Students (S: 3)
This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.
W., 4:30-6:15 *The Department*

Ed 399 Career/Vocational Strategies and Materials (F: 3)
This course relates to the principles and practices of instruction necessary for the successful career/vocational development of special needs learners. Competencies will be developed in assessing student needs, implementing and modifying instruction, selecting and using appropriate materials and managing behavior. Career awareness/exploration procedures and prevocational training activities will be reviewed also.
T., 6:30-8:15 *Ronald Linari*

Ed 402 Modern Educational Thought (F: 3)
A survey of current philosophies of education through the writings of representatives of the major positions.
T., 4:30-6:15 *Pierre Lambert*

Ed 403 Philosophy of Education (S: 3)
A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary and higher education.
W., 4:30-6:15 *Pierre Lambert*

Ed 405 Educational Alternatives in Historical Perspective (S: 3)
Long before the advent of contemporary "schools without walls" and "open classrooms," the history of education records a wide variety of educational models which would meet modern criteria for the "innovative." An examination of a number of schools ranging from Plato's Academy to A.S. Neill's Summerhill will provide insights into present and future educational alternative ventures.
T., 4:30-6:15 *Pierre Lambert*

Ed 409 Articulation Theories and Therapies (S: 3)
Prerequisites: Introduction and Phonetics courses.
A concentrated study of sound and production impairments with emphasis on functional and organic handicaps. Current literature, clinical evaluation and rehabilitation techniques are discussed.
T., 6:30-8:15 *The Department*

Ed 412 Abnormal Psychology (S: 3)
Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)
F., 4:30-6:15 *The Department*

Ed 413 Early Childhood Methods (S: 3)
This course focuses both on models of early childhood education and on the implementation of those models through the design of programs and materials. Students are involved in the development and evaluation of learning environments for the young child and are encouraged to explore their own model of early childhood education.
W., 4:30-6:15 *The Department*

Ed 414 Learning, Learning Theory, and Development (S: 3)
Basic principles of learning (overview, problems of definition, reinforcement, motivation, transfer, data to be encompassed), an analysis of theories representing the associationist and cognitive traditions, and a discussion of predominant learning types at various developmental levels.
Th., 4:30-6:15 *John Travers*

Ed 416 Child Psychology (F: 3)
Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological and social environment. Normal development from conception to adolescence, is discussed within the framework of contemporary theories of child growth.
T., 4:30-6:15 *John Travers*

Ed 417 Adult Psychology (F: 3)
Life cycle theory; psychological needs; physiology; inter-personal relations; androgeny; sex roles and sexuality; vocational needs; family life; integrity and aging; facing death realistically.
M., 4:30-6:15 *John Dacey*

Ed 419 Student Teaching-Early Childhood (F, S: 6)
A full-semester, supervised practicum at primary grade levels. Applicants must have completed prerequisites, including Ed 429 and have the approval of their program director. Application procedures are to be completed the semester preceding this practicum.
By arrangement *Joan C. Jones*

Ed 420 Student Teaching-Elementary School (F, S: 6-3)
Prerequisite: Ed 429
A semester (300+ clock hours) practicum in an elementary school classroom. This course is for candidates in Elementary Education Plan A or other programs requiring elementary school certification. Applications must be completed the semester preceding the practicum and must have the approval of the applicant's program director. To be taken with Ed 596 or Ed 528.
By arrangement *The Department*

Ed 421 Theories of Instruction (S: 3)
A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies such as Bruner, Piaget, Rogers, Ausubel, Flanders, and other contemporary theorists.
Th., 4:30-6:15 *George Ladd*

Ed 422 Internship in Teaching, Secondary (F, S, Summer: 3)
This experience validates professional competencies of employed secondary school teachers requiring Massachusetts certification at that level. This is a semester, 300+ clock hours, five-full-days-per-week experience. Approval

for this experience must be given by the Massachusetts State Department of Education, the student's Program Director and the Director of Field Experiences. Approval forms and applications must be submitted to the Field Office during the semester preceding the internship.
By arrangement *The Department*

Ed 423 International Study/Research Project in Education (F, S, Summer: 3)
This experience offers students in education the opportunity to study or conduct research with their counterparts in England, Ireland, Scotland, Germany, Switzerland, Spain, or Hong Kong. Students determine the length of their stay and assume costs for travel, housing, tuition, and an application fee. Contact the Director of National/International Field Programs, Campion 115, for details.
By arrangement only *Joan C. Jones*

Ed 424 Media and Educational Technology (F: 3)
Explores the roles of television and videotape recording in training and education, the use of the computer and videodisc for interactive teaching/learning; demonstration of audiovisual equipment and how it is integrated into a plan for instruction; criteria for selection of media materials; commercial development of instructional materials.
T., 4:30-6:15 *Fred John Pula*

Ed 426 Music, Art and Movement (F: 3)
Music theory and practice, art principles and strategies for teaching physical education are presented with a practical focus for elementary teachers in this course which utilizes a hands-on approach.
By arrangement *The Department*

Ed 427 Internship in Severe Special Needs (F, S: 3-6)
Selected students in the Severe Special Needs Master's Degree Program may qualify for this internship in lieu of student teaching. Permission of the Program Coordinator is necessary. Application procedures are to be completed the semester preceding this practicum through the Field Placement Office.
By arrangement *The Department*

Ed 428 Student Teaching Secondary School (F, S: 6)
A semester (300+ clock hours) experience in an area or overseas/out-of-state secondary classroom (9-12) for candidates in the final phase of their M.A.T. or M.S.T. Plan B Program. Prerequisites include successful completion of all courses and pre-practicums (Ed 429). Applications are made in the semester preceding this experience.
By arrangement *The Department*

Ed 429 Graduate Field Lab (F, S: 1)
This is the required full-semester field lab for programs in early childhood, the teacher of young children with special needs, elementary, secondary and severe special needs. Program descriptions list courses which relate specifically to this pre-practicum. Admittance requires prior approval of the student's program director, enrollment in course(s) which relate to this field lab and completion of all application forms during the semester preceding the practicum.
By arrangement *Joan C. Jones*

Ed 430 Exploring Science and Social Studies: Early Childhood and Elementary Methods (S: 3)
Current issues, trends, and innovations in science and social studies education at the early childhood and elementary levels will be investigated and discussed.
T., 4:30-6:15 *The Department*

Ed 440 Principles and Techniques of Counseling (F: 3)
An introduction to counseling principles, philosophy and practice with an emphasis on interviewing skills. A review of the roles and functions of counselors in a variety of settings. A discussion of the history of counseling and current professional dilemmas. Small group exercises, field experiences and simulations of counseling interviews will be included. Open to matriculated graduate students only.
440.01 M., 5:00-6:45
440.02 Th., 3:00-4:45
The Department

Ed 443 Counseling and Group Process with Children (S: 3)
Individual counseling and group process applied to the role of child counselors in school and non-school settings. Particular emphasis on developmental interviewing with children as well as consultation and interview procedures with teachers and parents. Laboratory practice in developing these counseling skills. Counseling majors only.
T., 4:30-6:15 *Elaine LeClair*

Ed 444 Comparative Personality Theories (F: 3)
In this course the major personality theories are discussed in light of their approach to selected topics, e.g., anxiety, sex roles, aggression, dependence and autonomy, morality, and self concept. Emphasis is put on the research methodology associated with specific theoretical approaches and current research findings as well as implications for counseling.
444.01 M., 3:00-4:45 *Bernard O'Brien*
444.02 Th., 5:00-6:45 *Bernard O'Brien*

Ed 445 Clinical Child Psychology (S: 3)
Application of theoretical and clinical data to emotional problems of childhood. Emphasis on school related problems such as emotional problems and learning, school phobia, etc. Review of current practices in diagnosis and counseling.
Th., 4:30-6:15 *Irving Hurwitz*

Ed 446 Counseling Theory and Process (S: 3)
Prerequisite: Ed 440 or equivalent
An analysis of major theoretical frameworks and approaches to the counseling process and practice in specific counseling techniques. Small group and laboratory experiences included. Open to counseling majors only.
T., 4:30-6:15 *The Department*

Ed 448 Career Development (F: 3)
Introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Exposure to counseling strategies, career planning resources, and program development in various educational and mental health settings.
T., 4:30-6:15 *Pennel Locey*

Ed 450 Introduction to Educational Administration (F: 3)

This is the first course for students whose major is educational administration and supervision. The course acquaints students with perspectives in educational administration and supervision over the past twenty-five years, current theories and practices in vogue today, and a view as to what can be expected for the future.

The course considers the roles of administrative personnel, the process of administration, leadership behavior, policy formation, and examines current issues related to administration and supervision.

M., 4:30-6:15 *Vincent Nuccio*

Ed 451 Personnel Administration (S: 3)

Problems of recruiting, interviewing, selecting, developing, and evaluating personnel are treated within a theoretical framework of the school as a social system. The course emphasizes the nature and quality of interrelationships among administrators, teachers, and students. The course takes a system-wide view of personnel administration and builds upon effective supervisory practices at the classroom level. Simulations and factual practice are used.

W., 6:30-8:15 *Donald Donley*

Ed 452 School Finance (F: 3)

The course will place major emphasis on a study of problems and issues related to school finance at federal, state, and local levels. The course will also include an overview of business management aspects in educational organizations.

T., 6:30-8:15 *Vincent Nuccio*

Ed 453 The Elementary School Principalship (S: 3)

A study of the roles and functions of the principal. Recent developments in school organization, curriculum staff development and staff evaluation will be reviewed. Case studies will highlight administrative behavior and style. Inside and outside forces which influence decision making will be examined. Projects to meet individual needs will be assigned.

T., 7:00-8:45 *Raymond Martin*

Ed 454 The Junior High and Middle School Principalship (S: 3)

A study of the roles and functions of the principal. Recent developments in school organization, curriculum staff development and staff evaluation will be reviewed. Case studies will highlight administrative behavior and style. Inside and outside forces which influence decision making will be examined. Projects to meet individual needs will be assigned.

T., 7:00-8:45 *Raymond Martin*

Ed 455 The Secondary School Principalship (S: 3)

A study of the roles and functions of the principal. Recent developments in school organization, curriculum staff development and staff evaluation will be reviewed. Case studies will highlight administrative behavior and style. Inside and outside forces which influence decision making will be examined. Projects to meet individual needs will be assigned.

T., 7:00-8:45 *Raymond Martin*

Ed 456 Legal Aspects of Educational Administration (F: 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and the school administrator. Use is made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

M., 6:30-8:15 *Lester Przewlocki*

Ed 458 Education and the Political Process (S: 3)

A detailed consideration of the thesis that present-day elementary and secondary education constitute a social institution of major proportion in today's society; hence educational administrators, if they are to achieve maximum effectiveness, must be cognizant of and responsive to our present-day political environment. Case studies will be used to illustrate the political implications of specific decisions relating to educational operations.

T., 4:30-6:15 *Lester Przewlocki*

Ed 459 Clinical Supervision (S: 3)

This course is designed for persons who wish to acquire supervisory skills, the person about to enter a supervisory position, and supervisors who might work in schools, hospitals, social agencies, or businesses. The course will provide a theoretical framework for clinical supervision, including an exploration of strategies for observation, analysis and evaluation. Topics include: What is the Supervisor's Role, Organizational Structure, Staff Development, The Effective Communicator, Conducting Meetings, Counseling, Evaluating, Handling Complaints, and Trends Affecting Tomorrow's Supervisor. Special emphasis will be placed on the supervision of novices entering a profession. Emphasis on acquiring and improving one's skills in supervision will be the central focus of the course.

W., 4:30-6:15 *Charles F. Smith Jr.*

Ed 460 Interpretation and Evaluation of Educational Research (F, S: 3)

A course designed to improve the M.Ed. student's understanding of the research literature in Education. The course concentrates on the development of the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research.

M., 4:30-6:15 Fall *Larry Ludlow*

M., 4:30-6:15 Spring *John Walsh*

Ed 462 Construction of Achievement Tests (S: 3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

Th., 4:30-6:15 *George Madaus*

Ed 464 Individual Intelligence Testing (F, S: 3)

Prerequisite: Consent of instructor.

The course will focus on the administration, scoring, and interpretation of the Wechsler Intelligence Scales: WAIS-R, WISC-R, and

WPPSI. Other individual measures of intellectual functioning in school age children, adolescents, and adults will also be surveyed.

Limited to 15 students per section.

Fall: 464.01 M., 4:30-6:15 *Cathleen Crider*

464.02 W., 4:30-6:15 *Cathleen Crider*

Spring: W., 4:30-6:15 *Cathleen Crider*

Ed 465 Group Psychological Tests (F, S: 3)

An introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation. Experience in evaluating strengths, weaknesses and biases of various testing instruments. Laboratory experience in administration, scoring, and interpretation of psychological tests.

W., 4:30-6:15 *Kenneth Wegner*

Ed 466 Models of Curriculum and Program Evaluation (F: 3)

An intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provus, Stufelbeam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design.

T., 4:30-6:15 *George Madaus*

Ed 467 Practical Aspects of Curriculum and Program Evaluation (S: 3)

Prerequisite: Ed 466 or consent of instructor.

This course will cover the basic steps involved in planning and carrying out a program evaluation. Topics covered will include: identification and selection of measurable objectives, choice of criteria instruments, use of various scores, common problems, out of level testing, analysis of data, interpretation and reporting of data, budgeting. Standards for program evaluation will also be covered.

T., 4:30-6:15 *The Department*

Ed 468 Statistics I (F: 3)

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test. Individual and group computer laboratory sessions scheduled from 6:20 to 7:20.

W., 4:30-7:20 *Larry Ludlow*

Ed 469 Intermediate Statistics (S: 3)

Prerequisite: Ed 468 or equivalent within one year.

Topics include Z and t tests of means and proportions, and partial and multiple correlation, chi-square and other non-parametric analyses, multiple regression, analysis of variance, analysis of covariance, and elements of experimental design.

W., 4:30-6:15 *John Walsh*

Ed 475 Advanced Behavior Management (S: 3)

This course deals with the application of behavioral principles with seriously disturbed and severely mentally retarded students. Students are required to establish, implement,

and evaluate behavioral programs for seriously handicapped children. Videotaped sessions provide opportunity for analysis and feedback. A heavy emphasis is placed on data-based analysis of student and instructor performance. Ed 374 or an equivalent course is a pre-requisite to enrollment. This course requires a heavy field-based component.
T., 4:30-6:15 *James Cremins*

Ed 480 Technology for the Handicapped (F: 3)

An understanding of the technology prepared for use by and with the handicapped will be developed on 3 levels: 1) a familiarity with state-of-the-art technology which is still in the prototype or planning stage; 2) an informed consumer knowledge of high technology devices used by smaller numbers of handicapped persons; 3) a working knowledge of commonly used devices such as hearing aids, brailers, and talking book machines.
W., 4:30-6:15 *The Department*

Ed 481 Physical Aspects of Rehabilitation for the Visually Handicapped (F: 2)

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation and education of blind and visually impaired individuals. Special attention is given to neurovascular conditions, hearing defects, audiological measurements, dynamics of posture and locomotion, and physical correctives.
T., 6:30-8:15 *Kathy Heydt*

Ed 484 Introduction to Orientation and Mobility Practicum (F: 3)

This course is designed for students who are seeking a credential in Orientation and Mobility (peripatology). Activities include observations of O & M lessons in the field and small group sessions with O & M faculty. Sessions include lectures, demonstrations, discussions, and simulated teaching and travel experiences. Content includes O & M techniques, blindfold and low vision simulation, assessment, environmental analysis, instructional sequencing and adaptation to meet individual needs. This course meets 5 days per week for approximately 2 hours each session.
By arrangement *The Department*

Ed 485 Individuals with Learning and Behavior Problems (F: 3)

This course will provide an introduction and overview to special education. The course will focus primarily on the traditional categories of emotional disturbance, learning disabilities, and mental retardation. Theoretical issues of incidence, educational assessment, etiology and national programming will be discussed. In addition, the significance of federal and state legislation on special education will be discussed.
W., 4:30-6:15 *James Cremins*

Ed 486 Communication Skills for the Visually Handicapped (F, Summer: 3)

Students learn to read and write Grade II literary Braille (visually). Emphasis is on reading readiness, teaching strategies for Braille reading and writing, and materials preparation and adaptation.
M., 6:30-8:15 *The Department*

Ed 487 Education and Rehabilitation of the Visually Handicapped (F: 3)

This is a first course in the study of work with the visually handicapped. The first half examines the evolution of services in terms of quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of this course is to help the student develop a personal philosophy and style of service delivery.
T., 4:30-6:15 *Richard Jackson*

Ed 488 Theories and Strategies for Teaching Emotionally Disturbed Students (S: 3)

This class includes discussion of specific syndromes, such as autism, hyperactivity, and withdrawal. Particular attention is paid to educational interventions. A module is included in the assessment of learning problems frequently encountered in students with emotional disturbance.
M., 4:30-6:15 *James Cremins*

Ed 490 Severe/Multihandicapped Techniques II (S: 3)

This course is a continuation of Ed 384—Severe/Multihandicapped Techniques I. The social/emotional and cognitive domains are emphasized. Prevocational, vocational, and long-term planning concepts and their teaching ramifications as they relate to the Multihandicapped are addressed.
Th., 4:30-6:15 *Sherrill A. Butterfield*

Ed 491 Practicum: Multihandicapped (F: 3)

This is an eight-week, full-time practicum with multihandicapped children who are served by a variety of program prototypes. Students in this practicum are required to use a structured language program with one child from the setting.
By arrangement *The Department*

Ed 492 Organization and Administration of Multihandicapped and Deaf/Blind Programs (S: 1)

An overview of laws, state and national services and issues that are relevant in developing programs for the multihandicapped and deaf/blind are presented.
By arrangement *Barbara McLetchie*

Ed 494 Language Acquisition (F: 3)

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of (1) the organization and description of adult language, (2) biological and cognitive development and (3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to determine which of the theories best accounts for the data.
W., 6:30-8:15 *Kristine Strand*

Ed 495 Human Development and Handicapping Conditions (F: 3)

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent

handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and or motor handicaps.

495.01 T., 4:30-6:15

(Moderate/Generic)

Bruce Cushna

495.02 T., 4:30-6:15

(Severe/Multihandicapped)

Jean Zadig

Ed 496 Principles of Teaching in Rehabilitation (F: 3)

This course examines the foundations of teaching and learning underlying the rehabilitation process. Topics include theories of adult learning, functional changes associated with aging, the management of material and human resources, standards of professional conduct and systems for community education.

W., 4:30-6:15

The Department

Ed 497 Self-Help Skills for the Visually Handicapped (F: 1-3)

This course includes an overview of the impact of a visual handicap on the daily functioning of the individual. The needs and learning styles of the congenitally and adventitiously blind and partially sighted are investigated. Extensive simulated experiences are utilized to develop competence in the teaching of basic self-help skills.

Th., 4:30-6:15

The Department

Ed 500 History, Public Policy, and Popular Education in the United States (F: 3)

A study of the evolution of education in the United States from the colonial years through the third quarter of the twentieth century. Points of emphasis will be the colonial educational prospectus, the beginning of state educational activity, the development of policies directed toward the realization of popular education, and the revisionist historians' interpretations of the motives inspiring, and the consequences of, these policies.
M., 4:30-6:15 *Edward J. Power*

Ed 501 Handicapped Internship - Moderate Special Needs (F, S: 3-6)

By permission only. An 8-week internship for employed professional educators desiring University validation of competencies required for certification for special education (moderate or generic). Prerequisites include completion of all courses and prepracticums, approval by the Program Coordinator and state approval of the placement site. Applications for this approval and the internship are made in the semester preceding this experience.

Ed 501 Moderate Special Needs Educator

The Department

Ed 502 Generic Educator

The Department

Ed 503 Student Teaching - Generic (F, S: 3, 6)

For students enrolled in the Special Educator Program. A minimum 8-week full-time practicum in programs for mild and moderate special needs children. Prerequisites include completion of all course and pre-practicum work and approval of the Program Director. Applications must be completed mid-semester prior to the practicum.

Ed 504 Student Teaching - Moderate Special Needs

Ed 516 Advanced Child Development (S: 3)

Prerequisite: Child Development I or equivalent
This course builds upon the theoretical and experimental concerns of Child Development I. Topics include the ecology of development, child and family, aspects of development (self, affective, social), patterns of child-rearing behavior, interpersonal relationships (parent-child, sibling), abused children, the effects of birth order.
T., 4:30-6:15 *John Travers*

Ed 520 Elementary and Early Childhood Mathematics Methods (F: 3-S: 3)
Methodology, content and materials utilized in teaching mathematics to early childhood and elementary age children. Students meet with undergraduate math methods section.
By arrangement *Michael Schiro*

Ed 521 Developmental Reading Instruction (F: 3)
This course examines components of a classroom reading program. Topics include approaches to beginning reading, basic reading skills, diagnostic-prescriptive teaching, and research on current trends in reading instruction. May require field-based arrangements.
M., 4:30-6:15 *John Savage*

Ed 523 Administrative Supervision (F: 3)
The course is designed for school personnel preparing for or currently in supervisory positions such as principals, supervisors, department heads, and team leaders. It deals primarily with supervision at various administrative levels, with emphasis on observations and evaluation.
W., 4:30-6:15 *Raymond Martin*

Ed 524 Selection, Evaluation and Utilization of Media Materials (S: 3)
A course that combines several activities with a comprehensive analysis of audiovisual materials. One is concerned with sources of audiovisual materials—from free and inexpensive to the more sophisticated and costly productions; another is the development of criteria for determining the proper choice of materials for specific learning with specific students; another is the development of evaluative techniques for gauging the effectiveness of instructional materials. Consideration will be given to recommended techniques for the utilization of materials in the classroom. Student projects will include development of units and lessons with heavy emphasis on media; student demonstrations will be videotaped to offer the individual student the benefits of self-analysis.
M., 4:30-6:15 *Fred John Pula*

Ed 527 Public Policy and Education (F: 3)
This course examine the regulatory and finance policies in education which have emerged at the federal, state and local levels since 1970. Literature relating to the relationship of education, politics and public policy will be reviewed to help define the conceptual framework in which most education policy decisions are made and implemented. By using the case study approach the student will increase his or her facilities in reaching decisions about complex policy issues, thereby

being able to think systematically and clearly about a complex or unfamiliar policy problem and form an independent and competent view of the issues, alternatives, and likely consequences of different actions, all within an unpredictable, distracting and highly political environment. The major term project will be a report on a specific state regulatory or funding program. The student will freely summarize the public issues, the politics, the process of implementation and the present outcome of the programs, and then propose strategies for improving the program.
W., 6:30-8:15 *Charles F. Smith Jr.*

Ed 538 Education for Social Justice (Core 2) (F: 3)
See description under Institute of Religious Education and Pastoral Ministry.
By arrangement *Padraic O'Hare*

Ed 539 Christian Praxis: Education for the Kingdom (F: 3)
See description under Institute of Religious Education and Pastoral Ministry.
By arrangement *Thomas Groome*

Ed 540 Issues in School Psychology (F: 3)
An intensive analysis of philosophical, technical and administrative issues contributing to the professional identity and function of the psychologist in a public educational milieu. School psychology majors only.
T., 4:30-6:15 *Francis Kelly*

Ed 541 Social Psychology of the Family (F: 3)
This seminar will examine theory and practice in social psychology with special reference to family processes. Topics considered include interpersonal relationships among family members, dynamics of the family as a face-to-face group, the interaction of individual and family life cycles, and the impact of inter-group and community factors upon family functioning. Applications of theory will focus on methods of conflict resolution and on interventions designed to improve the quality of family life such as family therapy, counseling, and training.
W., 4:30-6:15 *Murray Horwitz*

Ed 543 Psycho-educational Prescriptions (S: 3)
Focus is on techniques of synthesizing psychological and educational information into an effective, individually appropriate educational plan for children with special needs. Individual case study methods will be utilized.
F., 4:30-6:15 *Francis Kelly*

Ed 544 Issues in Adolescent Psychopathology (S: 3)
Prerequisite: Ed 440, Ed 443, or Ed 446
Focus on normality, abnormality, and patterns of psychopathology in adolescence. Covers diagnostic decision-making methods, schizophrenia, depression, suicide and passive-aggressive factors in adolescents.
M., 4:30-6:15 *Bernard O'Brien*

Ed 547 Practicum in School Psychology-I (F: 3)
Prerequisite: Consent of Francis Kelly
Beginning practicum in School Psychology. Students are placed in comprehensive K-12 school systems under the supervision of a

practicing, certified school psychologist. Placements are in off campus sites and require the student to be available at least two days per week during regular school hours (8am-3pm). Boston College School Psychology majors only.
By arrangement *The Department*

Ed 549 Psychopathology (S: 3)
Prerequisite: Ed 444 or equivalent
This graduate course examines selected DSM III disorders and considers diagnostic issues, historical changes, theoretical perspectives and research. Case examples will be used to help students learn to diagnose and interpret various forms of psychopathology. Counseling Psychology majors only.
Th., 4:30-6:15 *Cathleen Crider*

Ed 552 Spirituality of the Leader (S: 3)
It is well known that ministry is inextricably linked to the spirituality of the minister. The Leader in Catholic Education must not only be professionally prepared, but spiritually formed. This course will focus on the spirituality of relationships: God, ourselves, others and the earth. It will trace the evolving experiences and expressions of spirituality from a dependent to an independent—to an interdependent mode.
February 6/7; March 6/7; April 3/4
Friday, 4:30-7:30 p.m.
Saturday, 9:30 a.m.-3:30 p.m. *The Department*

Ed 557 Curriculum Development in the Non-Public School (S: 3)
This course emphasizes models of curriculum design and implementation in the unique setting of a non-public school. Students have the opportunity to design a values-oriented curriculum project applicable to their own needs.
February 20/21; March 27/28; April 24/25
Friday, 4:30 p.m.-7:30 p.m.
Saturday, 9:30 a.m.-3:30 p.m. *The Department*

Ed 565 Quantitative Data Collection Procedures: Theory and Practice (S: 3)
Concepts of reliability, validity, measurement error, sampling error, derived scores, norms and other measurement concepts are examined in terms of their applicability to the development and selection of tests, scales, questionnaires, check lists and other data collection procedures commonly used in educational research.
M., 4:30-6:15 *Larry Ludlow*

Ed 567 Assessment of Preschool Children (S: 3)
Prerequisite: Ed 464-Lab Fee
Individual measures of the psychological development of children of preschool age (3 to 6 years) will be reviewed with emphasis on the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities. M., 6:30-8:15 *Richard Schnell*

Ed 569 Expectations and Evidence for Educational Technology (S: 3)
The history and social role of technology in American society will be briefly reviewed. The course then will focus on three generations of educational technology—science laboratories, teaching machines/programmed instruction, and computers—and examine expectations and evidence regarding their educational effectiveness. Reasons for the contrasts between expectations and evidence will

be examined. Students will undertake two projects for the course—one a literature review concerning an educational technology and the other a case study of computer usage by a local school or student.
T., 4:30-6:15 *Walter Haney*

Ed 574 Secondary Curriculum and Instruction (F: 3)
This course will examine a range of topics related to secondary school teaching, including the following: different types of instructional purposes, different types of teaching styles, different types of lessons, design of lessons and units of instruction, ways of using different types of instructional materials, and classroom organization.
T., 4:30-6:30 *The Department*

Ed 576 Clinical Supervision for Cooperating Practitioners (F, S, Summer: 3)
This course is designed to provide cooperating school practitioners the supervision skills needed to assist student teachers assigned to their classrooms. By permission only.
The Department

Ed 577 Internship in Teaching, Secondary (F, S, Summer: 3)
This experience validates professional competencies of employed secondary school teachers requiring Massachusetts certification at that level. This is a semester, 300+ clock hours, five-full-day-per-week experience. Approval for this experience must be given by the Massachusetts State Department of Education, the student's Program Director and the Director of Field Experiences. Approval forms and applications must be submitted to the Field Office during the semester preceding the internship. By permission only.
The Department

Ed 578 Curriculum Theory (S: 3)
An introductory course in curriculum theory that covers such topics as ideologies of curriculum workers, the curricular structure of educational environments, methods of curriculum development, types of curriculum materials, evaluation of curriculum materials, and styles of curriculum evaluation. For persons with zero, one, or two years of teaching experience.
W., 6:30-8:15 *Michael Schiro*

Ed 579 Educational Assessment of Learning Problems (F: 3)
Focuses on the development of teacher skills in task analysis, informal and formal educational assessment, and the interpretation of psychoeducational data across the range of mildly handicapping conditions. Students rotate through modules covering assessment of visual, motor and auditory language skills. Includes laboratory experience in the Assessment Center.
Th., 4:30-6:15 *Jean Mooney*

Ed 583 Foundations of Orientation and Mobility for the Visually Handicapped (F: 2)
This course is designed to introduce the student to the principles and fundamentals of orientation and mobility. Emphasis is placed on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility.
W., 6:30-8:15 *The Department*
F., 1:00-2:45 *The Department*

Ed 584 Student Teaching - Orientation and Mobility (S: 3)
This course is for students seeking a credential in Orientation and Mobility. Under supervision, the work in the previous phase (Ed 484) is applied in direct service with visually handicapped individuals in school/agency settings. This is ordinarily a part-time experience occurring for the time period January through June.
By arrangement *The Department*

Ed 585 Orientation and Mobility Assessment and Instructional Strategies (S: 2)
This course is an extension of Ed 583. Lectures address assessment procedures, instructional strategies, and curriculum resources associated with the topics of Ed 583. Individual or small group projects focus on selected topics in O & M and are under the guidance of O & M faculty.
F., 1:00-4:00 *The Department*

Ed 587 Remedial Strategies (S: 3)
Prerequisite: Ed 579 or the equivalent.
Oriented toward the development of skills which will allow the teacher to plan educational programs for handicapped children from a generic base of individual teaching-learning problems. Includes diagnostic and prescriptive teaching, classroom accommodation techniques and clinical record keeping.
Th., 4:30-6:15 *Jean Mooney*

Ed 588 Curriculum and Instructional Strategies for the Visually Handicapped (S: 3)
This course covers special subject matter adjustments and the 'plus curriculum' of special skills for the visually handicapped learner. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. The Abacus and Nemeth Code are also included.
T., Th., 4:30-6:15 *Richard Jackson*

Ed 589 Behavior Management Strategies (F: 3)
A study of the theoretical concepts and practical applications involved in classroom management. Methods studied include behavior modification, Life Space Interviewing, social learning, and Reality Therapy.
M., 4:30-7:30 *The Department*

Ed 591 Theories and Strategies for Teaching Mentally Retarded Students (F, S: 3)
This course considers all phases of educating severely mentally retarded children from early intervention to adulthood. Curriculum frameworks are discussed as well as a decision-making process for the selection of goals and objectives. Teaching techniques are described and demonstrated for all domains of instruction.
By arrangement *Richard Weisenfeld*

Ed 593 Introduction to Speech and Language Disorders (S: 3-4)
Based on the development of normal children, this course will explore dysfunctions of speech and language which interfere with normal communication and learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed. Students taking the course for 4 credits will attend a 4 week module on language acquisition. Students taking the

course for 3 credits will join the course in the fifth week.
Th., 6:30-8:45 *Anthony Bashir*

Ed 597 Guided Studies in Special Education and Rehabilitation (F, S: 1-6)
Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or problem regarding handicapped children, youth, or adults. Credits to be determined.
By arrangement *The Department*

Ed 598 Introduction to Audiology (S: 3)
The course is designed to assist those individuals who are working with the hearing impaired in an educational setting. Topics covered will include: basic acoustics, basic audiology, anatomy and physiology, etiology, pathology, and psycho-educational implications of hearing loss, pediatric audiology and hearing aids. The course assumes no prior training in audiology and is intended for special education majors, but is open to all interested students.
T., 6:30-8:15 *Marilyn Warren*

Ed 611 Development and Learning in Infants and Preschoolers (S: 3)
Prerequisite: Ed 416
Knowledge of development during infancy and early childhood is essential for an understanding of later behavior. This course will focus on the development of learning abilities, attachment, exploratory behavior, play and social development.
M., 4:30-6:15 *Beth Casey*

Ed 621 Diagnostic Techniques in Reading (F: 3)
A range of reading assessments from standardized to informal will be studied. Students will become knowledgeable about many reading measures and proficient in the administration and interpretation of several. Students will also learn to report testing results and to assess causation.
For students in the Graduate Reading Program this is a prepracticum and requires fieldwork.
The Department

Ed 624 Design and Preparation of Materials for Educational Technology, Curriculum and Instruction (F: 3)
An intensive workshop in basic principles of design and use of graphics. Demonstration and use of computerized equipment for producing graphics, programming multi-image presentations, videotape productions. Students will demonstrate ability to utilize basic equipment and methods for the creation of media materials. Required student projects will include sound/slide presentations and transparencies.
Lab fee charged.
M., 6:30-8:15 *Fred John Pula*

Ed 625 Managing Emerging Technologies (S: 3)
This is an opportunity to study both the emergence and evolution of educational technologies including newer interactive computer systems, satellite delivery systems, and older technologies such as broadcast television or the telephone. Technologies will be reviewed with emphasis on decision making on budget, organization, manpower, time, facilities and maintenance as well as selection of

systems for maximum effectiveness in the educational setting.

M., 4:30-6:15

Donald Mikes

Ed 628 Computer Software: Evaluation, Selection, and Use (F: 3)

Appropriate computer software for educational uses must be evaluated, selected, and used in conjunction with an understanding of both curriculum theory and instructional theory, as well as an understanding of the abilities and limitations of computers. Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction-related programs to be examined include: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing. Some of the other types of educational related programs to be examined include: data bases, data banks, authoring languages, testing and diagnostic programs, classroom management systems, and child record keeping systems. The course will be taught on the Apple micro-computer. This is not a course in computer programming. No prerequisites.

W., 4:30-6:30

Michael Schiro

Ed 629 The Computer as a Research Tool (F: 3)

A course for doctoral students who will be proposing and completing a dissertation and who intend to use the VAX/IBM mainframe systems at Boston College for data entry, data analysis and word processing. Major topics include the creation and manipulation of data files, the SPSSX and SAS data analysis systems and word processing systems.

T., 4:30-6:15

John A. Jensen

Ed 630 Biblical Interpretation in Education and Ministry (S: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys, S.N.J.M.

Ed 635 The Education of Christians: Past, Present, Future (F: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Thomas Groome

Ed 640 Seminar in Group Counseling and Group Theory (F, S: 3)

Prerequisite: Consent of instructor. Advance sign up in McGuinn 304 required. Limited to 15 students.

Students participate in a 9-week experimental group led by the instructor which focuses on group dynamics and the development of group norms. The remaining weeks of the semester involve discussions of the group experience and leadership role in the context of small group theory and research.

Fall

W., 4:30-6:15

Diana Paolitto

Spring

640.01 W., 4:30-6:15

Bernard O'Brien

640.02 Th., 4:30-6:15

Diana Paolitto

Ed 641 Behavior Disorders in Childhood and Adolescence (F: 3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as

hyperaggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control. Degree students only.

W., 4:30-6:15

Francis Kelly

Ed 642 Introduction to Play Therapy (F: 3)

Prerequisite: Consent of instructor

Theoretical approach to play therapy as a treatment process with school age children. Case presentations and discussions of therapy material.

M., 4:30-6:15

Irving Hurwitz

Ed 643 Practicum in School Counseling N-9 (F, S: 3)

Prerequisites: Ed 440, Ed 443, Ed 448, Ed 464

Open only to Boston College Counseling degree students seeking certification in school guidance counseling grades N-9. Practicum involves placement in a comprehensive school system for a minimum of 200 clock hours per semester.

By arrangement

The Department

Ed 644 Practicum in School Counseling, 5-12 (F, S: 3)

Prerequisites: Ed 440, Ed 446, Ed 448, Ed 465

Open only to Boston College counseling degree students seeking certification in school guidance counseling grades 5-12. Practicum involves placement in a comprehensive school system for a minimum of 200 clock hours per semester.

By arrangement

The Department

Ed 646 Practicum in Counseling Adolescents and Adults (F: 3)

Prerequisites: Ed 440, Ed 446, Ed 448, Ed 465, and at least half of M.Ed. or M.A. coursework. Consent of the instructor is required and the student must sign up in McGuinn 304 four months in advance of enrollment. Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course.

Students work under direct supervision with actual clients seeking counseling. Students seeking certification as school counselors must do their practicum in a comprehensive (Grades 5-12) school system. Students seeking an M.A. must complete their practicum in a college or community placement.

Fall

646.01-.06

The Department

Ed 647 Practicum in School Psychology-II (S: 3)

Prerequisite: Ed 540, Ed 464, Ed 547, consent of Francis Kelly

Second practicum in School Psychology. Students will sign up four months in advance of enrollment. Students are placed in a comprehensive K-12 school system under the supervision of a practicing, certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during regular school hours (8am-3pm). Boston College School Psychology majors only.

By arrangement

The Department

Ed 648 Practicum in Counseling Children (F: 3)

Prerequisite: Consent of Director. Ed 440, Ed 443, Ed 448, Ed 464. Consent of the Counseling chairperson is required and the student

must sign up in McGuinn 304 four months in advance of enrollment. Open only to Boston College Counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course. Students work under direct supervision with actual clients, parents, and others.

By arrangement

The Department

Ed 649 Health Psychology (F: 3)

This course will introduce the student to the emerging field of health psychology. It will examine research and counseling interventions related to topics such as stress-related illness, Type A behavior, pain, patient compliance, emotional needs of medical patients, and psychosocial adjustment to serious illness. Emphasis will be placed on the role of the counselor in a health care setting and in consultation with medical personnel.

T., 4:30-6:15

Cathleen Crider

Ed 653 Personal Aspects of School Administrators (S: 3)

This course offers the opportunity to reflect on various aspects of adult development—personal, moral, and spiritual. Theories of Levinson, Kohlberg, Gilligan, and Fowler will be explored with emphasis on their application to the experience of school administrators, in reference to their own personal development and the development of those for whom they are responsible.

M., 4:30-6:15

Margaret Gorman

Ed 660 Simulation Models in Behavioral Research (S: 3)

This seminar will review the literature on mathematical and computer simulations of complex social processes, with special emphasis on those occurring in educational settings. Working in small teams, students will produce a simulation system of some complex process.

W., 7:00-8:45

Ronald L. Nuttall

Ed 661 Seminar on Infant Assessment

Prerequisite: Consent of Instructor

The seminar will deal with the psychological assessment of infants and young children (0 to 3 years). Techniques such as the Brazelton and Rosenblith for neonates as well as scales for older infants like the Bayley Scales of Infant Development will be discussed.

Offered 1987-88

Ed 662 Projective Techniques for Children, Adolescents (F: 3)

Prerequisite: Individual Intelligence Testing, Abnormal Psychology

The theory of projective testing is reviewed. Personality assessment of latency age and adolescent children through administration, scoring and interpretation of the Thematic Apperception Test. Children's Apperception Test, Tasks of Emotional Development Tests, drawing techniques and sentence completion methods. Projective implications of intelligence tests are reviewed. Discussion of case material. Enrollment limited to 20 students, permission of instructor required.

W., 4:30-6:15

Irving Hurwitz

Ed 663 Neuropsychological Assessment (S: 3)

Emphasis on neuropsychological evaluation. Review of central nervous system development covering both structure and function.

Current research in brain-behavior relationships is discussed. Evaluation techniques for diagnosis of brain dysfunction in children including visual, auditory, motor, language processes. Implications of these assessments for learning disability and emotional functioning. Review of case materials. Enrollment limited to 20. Permission of instructor required.

W., 4:30-6:15

Irving Hurwitz

Ed 665 Personality and Interest Assessment (S: 3)

Prerequisite: Ed 465

A review of theories of personality and interest measurement in counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

M., 4:30-6:15

Kenneth Wegner

Ed 666 Courseware Production (F: 3)

An introduction to the capabilities of computer software used to facilitate instruction and measure student progress. Principles of programmed instruction and instructional design will be reviewed, and students will develop and pilot test an instructional-measurement sequence using computer authoring languages.

T., 4:30-6:15

Walter Haney

Ed 667 Introduction to Multivariate Statistical Analysis (F: 3)

Prerequisite: One year of statistics or the equivalent

Multiple regression and the general linear model, introduction to factor analysis, canonical correlation, discriminant function and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

T., 4:30-6:15

Ronald L. Nuttall

Ed 668 Topics in Multivariate Statistical Analysis (S: 3)

Prerequisite: Ed 667 or equivalent

Multivariate analysis of variance, factor analysis and rotation, multivariate model building. Students will develop a professional-level paper using multivariate statistical data analysis.

T., 4:30-6:15

Ronald L. Nuttall

Ed 680 Evaluation and Guidance of Exceptional Children (S: 3)

Concerned with the multi-disciplinary approach to the evaluation of children with learning problems. Also considers personal, educational, and vocational guidance principles and practices as they relate to those who are handicapped.

W., 4:30-6:15

John Junkala

Ed 682 Administrative Internship: Multihandicapped and Deaf/Blind (F, S: 6)

A twelve-week internship in an administrative capacity with a program serving multihandicapped children. Students will be able to locate throughout the Eastern half of the United States and will participate in planning and evaluation of programs. Limited to students in the Multihandicapped Deaf-Blind Program.

By arrangement

The Department

Ed 683 Internship - Orientation and Mobility (F,S, Summer: 3)

Prerequisite: Ed 584

The advanced student of orientation and mobility is assigned to an agency or school for an O&M teaching experience under the supervision of O&M faculty. This is ordinarily a full-time placement of 10 weeks duration outside of Massachusetts.

By arrangement

The Department

Ed 685 Multidisciplinary Approach to Mental Retardation (F: 3)

Prerequisite: Consent of the instructor.

Taught by multidisciplinary staff of the Development Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

Ed 686 Communication Disorders for the Handicapped Child (S: 3)

This course focuses on the speech, language and communication problems of hearing-impaired, mentally retarded, physically handicapped, and multihandicapped deaf-blind persons. Students will be exposed to strategies and techniques for developing communication potential in severely handicapped children. Students are required to evaluate their own communication skills and implement a language program with a multihandicapped child. Enrollment is by permission of instructor.

Th., 4:30-6:15

Barbara McLetchie

Ed 689 Assessment and Planning with the Visually Handicapped (S: 3)

This course prepares the student to function as a member of a multidisciplinary team in either rehabilitative or educational settings. Procedures for formal and informal assessment are examined for their appropriateness to the blind and low vision individual. Mechanics of preparing IEP's, IWRP's, and ISP's in the delivery of explicit service plans are also emphasized.

M., W., 4:30-6:15

Richard Jackson

Ed 690 Seminar in Multidisciplinary Management Strategies (S: 3)

Prerequisite: Permission of instructor

Presupposes high level of professional competence of each student in his or her own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

F., 8:00-10:00 a.m.

Jean Zadig

Ed 692 Administering Special Education Services (F: 3)

Prerequisite: Introductory course in school administration Examines the administration of a broad spectrum of special services mandated

by National and State Statutory requirements and policies for handicapped children and adolescents. There will be special emphasis on the administrative role and collaborative function as they relate to existing school administrative responsibility.

M., 7:00-8:45

Philip DiMattia

Ed 694 Problems in Administration: Special Education and Rehabilitation (S: 3)

Investigates a variety of multifaceted administrative problems and issues that impact upon special education services for exceptional children. Will identify problems that require curriculum solution and examine social educational problems that require a more total community response.

M., 7:00-8:45

Philip DiMattia

Ed 695 Human Relations in Work with the Handicapped (S: 3)

Designed for professionals who are seeking to broaden their knowledge of interpersonal skills. Considers human interactions among colleagues, among professional workers and their students or clients, among professional workers and ancillary personnel. In section .01 concern is given to group dynamics with consulting special educators as the frame of reference.

By arrangement

The Department

Ed 696 Handicapped Internship (F, S: 3-6)

By permission only. An 8-week internship for employed professional educators desiring University validation of competencies required for certification for special education (moderate or generic). Prerequisites include completion of all courses and pre-practicums, approval by the Program Coordinator and state approval of the placement site. Applications for this approval and the internship are made in the semester preceding this experience.

696.01-Moderate Special Needs Educator

696.02-Generic Educator

The Department

Ed 698 Technology for the Visually Handicapped (Summer: 3)

Students preparing to work effectively with the visually handicapped, as well as those already employed as special educators and rehabilitation specialists, must acquire knowledge and skill with the new technology developed to aid the blind and visually impaired in the 1980's. This course is designed to acquaint students with electronic reading/writing/typing systems, tactile and spoken word output reading machines, braille, speech and large print computer terminals and microcomputers, and sonar-based environmental sensing devices. Hands-on experience with commercially available devices allows students to develop skill in equipment operations and interfacing. Reading demonstrations and discussions permit the student to evaluate the potential of a full range of technology for visually handicapped learners and rehabilitation clients. No prior coursework in computer operations or programming is required.

Richard M. Jackson

Ed 720 Curriculum Theory and Philosophy (S: 3)

A basic course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development,

types of curriculum materials, styles of curriculum evaluation, and theories of the curriculum change process. For persons with teaching or curriculum experience.
T., 4:30-6:45 *Michael Schiro*

Ed 721 Remedial Reading Techniques (S: 3)

Methods and materials appropriate for reading-disabled students, grades 1-12, will be studied. Techniques for those with severe skill deficiencies as well as those with milder problems will be considered.

Students will utilize existing approaches and devise their own.

For students in the Graduate Reading Program, this is a pre-practicum and requires fieldwork.

T., 4:30-6:15 *Beth Davis*

Ed 724 Practicum in Educational Technology (F, S: 3)

A field-centered study of applications and uses of technology in a variety of settings. Students will have the option of working with technology in an educational setting-instructional or administrative, in business or industry, or in any organization that offers a career opportunity for graduates of this program. The work of the students will be closely supervised by faculty members and by cooperating field practitioners.

By arrangement *Fred John Pula*

Ed 725 Reading Practicum (F, S, Summer: 6)

This field-based practicum involves working in a school setting in the role of a consulting teacher of reading. Candidates work under the joint supervision of a cooperating practitioner and a University supervisor. Approval of the Reading Program Coordinator is required.

By arrangement *John Savage*

Ed 726 Reading Internship (F, S, Summer: 6)

A field-based internship in the role of a consulting teacher of reading. Jointly supervised by a cooperating practitioner and a University supervisor. Enrollment subject to authorization of Reading Program Coordinator and approval of the Mass. Bureau of Teacher Certification.

By arrangement *John Savage*

Ed 727 Seminar in Science Education (S: 3)

Restricted to individuals who have a science education emphasis in their graduate programs. Implications of current problems, issues and research in science education will be investigated.

By arrangement *George Ladd*

Ed 729 Controversies in Curriculum and Instruction (F: 3)

Exploration of current issues in education which have had a significant impact on both the curricula and instructional process in today's schools. Discussion will center on definition of the issues, i.e., open classroom, humanistic education, the return to basics, accountability, etc.; an examination of the views of the major proponents and opponents of the movement and the current impact of this trend on the educational community.

Th., 4:30-6:15 *George Ladd*

Ed 735 Traditions of Religion and Education (F: 3)

See description under Institute of Religious Education and Pastoral Ministry.

Mary C. Boys, S.N.J.M.

Ed 739 A Journey in Religious Education: The Writing of Gabriel Moran (S: 3)

A survey of two decades of writing on the foundations of religious education. Religious education as a field of study, a profession and a force for change in Christian churches. Special attention to language, theory, and method in the study of religion.

Gabriel Moran

Ed 742 Seminar in Consultation (S: 3)

The role of the counseling or school psychologist as a consultant to other professionals and parents is examined in detail. Theories and styles of consultation practices are reviewed. Preventative and curative values of consultation are emphasized.

T., 4:30-6:15 *Francis Kelly*

Ed 743 Seminar in Counseling Families (S: 3)

Prerequisites: Ed 640 and consent of the instructor.

A study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended. Limited to 20 students. Counseling majors only.

W., 6:30-8:15 *The Department*

Ed 744 Counseling the Aging

This course is open to Master's and Doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from young to middle to old age will be stressed. Topics will include developmental crises of physical change; pre-retirement, post-retirement issues; alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective.

Offered 1987-88

Ed 745 Biological Bases of Behavior (F: 3)

This course will survey biological influences in a number of behavioral areas both normal and abnormal. Genetic, neurological and psycho-physiological theory and research will be reviewed as these apply.

Th., 4:30-6:15 *Irving Hurwitz*

Ed 746 Intermediate Counseling Practicum: Adolescents and Adults (S: 3)

Prerequisite: Ed 646 or equivalent.

First advanced practicum in psychological services and counseling with adolescents and adults. Students must sign up in McGuinn 304 at least four months in advance of registration. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours. Boston College Counseling majors only.

746.01-.06 By arrangement

The Department

Ed 747 Intermediate Practicum in School Psychology (F: 3)

Prerequisite: Ed 547, Ed 647, consent of Francis Kelly.

Students must sign up in McGuinn 304 at least four months in advance of registration. Students are placed in a comprehensive K-12 school system under the supervision of a practicing certified school psychologist. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (8am-3pm). Boston College School Psychology majors only.

By arrangement

Jerrold Pollak

Ed 748 Intermediate Counseling Practicum-Children (S: 3)

Prerequisite: Ed 648; sign up four months in advance in McGuinn 304.

Boston College Counseling majors only. First advanced practicum in counseling and psychological services with children. Placements are in off-campus sites and require the student to be available at least two days per week (200 clock hours) during normal working hours.

By arrangement *The Department*

Ed 750 Practicum in Educational Administration and Supervision (F, S: 3)

A guided field experience which enables students to meet one of the certification requirements for the role of Supervisor/Director, Principal (N-6) (5-9) (9-12), School Business Administrator, Superintendent-Assistant Superintendent. A practicum is needed for each role together with approved required courses. The student will spend at least 150 clock hours at the practicum site and be awarded three graduate credits upon successful completion. The practicum will be supervised and evaluated by a faculty supervisor and cooperating practitioner. Students will be assigned clear administrative responsibilities for a least one-half of the practicum and full responsibilities for one or more assignments for a substantial part of the practicum. Performance is evaluated using Massachusetts Department of Education standards. Application for placement must be completed by April 15 for fall or first semester placement and by November 1 for spring or second semester placement. This practicum is an additional part of a student's M.Ed. or C.A.E.S. program for the purpose of attaining certification at the level covered by the certificate sought.

By arrangement

Raymond Martin

Ed 752 Management and Governance in the Catholic School Setting (S: 3)

Religiously inspired institutions are challenged by the same threats and opportunities posed to all non-profit institutions by inflation, needs which have outrun resources, financial and policy disputes, and a rapidly changing environment. The course will provide graduate level instruction in the management and direction of Catholic Schools to those ordained and lay officers who bear responsibility for institutional performance. The objectives of the curriculum will be to clarify and analyze the managerial elements of their responsibilities, to define management objectives, to provide specific managerial skills, to assist in effective recruiting and motivating approaches, and to explore alternative management styles.

February 13/14; March 20/21; April 17/18.

Friday, 4:30-7:30 p.m.

Saturday, 9:30 a.m.-3:30 p.m. *The Department*

Ed 755 Educational Leadership (S: 3)
Presentation of trait-, group-, and situation-theories of leadership. Exploration of the relationship of the above to social theories of action and human relations, with emphasis on the role of leader in the educational enterprise. Extensive use of leadership assessment instruments, case and simulation materials.
T., 4:30-6:15 *Donald Donley*

COURSES ED 759 THROUGH ED 769 ARE OPEN ONLY TO STUDENTS ENROLLED IN THE M.ED./C.A.E.S. PROGRAM FOR EVALUATION AND RESEARCH SPECIALISTS.

Ed 759 Descriptive Statistics (4)
The units of this section are designed to give students the skills necessary to compute and interpret basic descriptive statistics and describe data sets. The unit integrates the use of computers in doing statistical analysis.

Ed 760 Inferential Statistics (4)
The unit in this section is designed to give students skills necessary to compute and interpret basic inferential tests including t tests, chi squares, analysis of variance; introduction to correlational analysis and regression is also included. All the units are taught in conjunction with the use of the computer.

Ed 761 Models of Program Evaluation (4)
This area covers units on the major models of program evaluation including Tylerian, CIPP, discrepancy, goal-free, naturalistic/responsive and judicial/clarification models. Students are also introduced to current issues in program evaluation. The unit also covers problems of program evaluation in business and industry.

Ed 763 Instructional Design (4)
The purpose of the course is to introduce educators to basic concepts and principles of instructional design and to the process of instructional design in order to understand how to evaluate the design of an instructional sequence.

Ed 764 Achievement Test Construction (4)
This area includes units on current concepts in testing including validity, reliability, norms and scores, and issues in testing including various types of test use. This area covers units on the design construction, refinement and use of paper and pencil cognitive criterion measures.

Ed 766 Practical Aspects of Program Evaluation, I (4)
This sequence covers units dealing with basic steps involved in planning and carrying out program evaluation including the identification and selection of measurable objectives, choice of criteria instruments, use of various scores, out of level testing, common problems, contracting, analysis, interpretation and reporting of data, budgeting, standards for program evaluation.

Ed 767 Practical Aspects of Program Evaluation, II (4)
This sequence continues units described in Ed 766. Also includes units on needs assessment, performance appraisal, cost benefit analysis and multiple regression.

Ed 768 Survey Research and Naturalistic Inquiry
This course covers units on the nature of survey research, planning, designing and conducting survey research, questionnaire development, interviewing techniques, observation methods, field work methods, case study methods.

Ed 770 History and Theory of Higher Education (F: 3)
The objectives of this course are: an understanding of the evolution, functions, and problems of various types of higher education institutions; an appreciation of the role of higher education in promoting civic, economic and cultural life in a free society; an insight into the theoretical issues relative to purposes and methods of higher education; and an acquaintance with the major trends in college curriculum and instructional practice.
W., 4:30-6:15 *Edward Power*

Ed 771 Organization and Administration of Higher Education (F: 3)
Introduction to administrative theories in higher education; principles of organization; locus of decision-making, institutional characteristics.
Th., 6:30-8:15 *Vincent Nuccio*

Ed 772 Student Personnel-Student Development Programs in Higher Education (S: 3)
An interdisciplinary study and analysis of student personnel services and student development programs in higher education: The course will focus on the historical evolution of the profession, an understanding of student development education, the implementation of theory in contemporary practice within the college environment, and ethical considerations. Special attention will be given to administration and programs in residence life. In addition, functions which relate to various dimensions of the institution and student life, such as admissions, registration, financial aid, development, and alumni relations will be considered. Field visits and talks by guest practitioners will be included as part of the course offering. Required course for M.A. candidates.
Th., 4:30-6:15 *Mary Kinnane*

Ed 773 College Teaching (S: 3)
Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies.
T., 4:30-6:15 *The Department*

Ed 774 The Community-Junior College (S: 3)
An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.
M., 6:30-8:15 *The Department*

Ed 776 Critical Issues Within Continuing Education (F: 3)
Student demographics and trends for the eighties commit institutions to recruiting non-traditional students who seek the necessary tools to improve the quality of their personal and professional lives. Surveying the factors affecting this growth include determining organizational structure; assessing continuing

education units; analyzing political complexities; uncovering unique adult learning styles and behavior; committing funds to adult learning programs; and encouraging cooperation between agencies. The comparative advantages of educational services offered by libraries, associations, businesses, proprietary schools and universities will be contrasted.
M., 7:00-8:45 *James Woods, S.J.*

Ed 778 Theories in Student Personnel-Student Development (F: 3)
An intensive introduction to the literature in student personnel and student development, and related interdisciplinary fields. Basic concepts, philosophies, and current research in the field will be studied and discussed. Required course for all students in Higher Education.
Th., 4:30-6:15 *Mary Kinnane*

Ed 781 Student Teaching Handicapped (F, S: 3, 6)
For students enrolled in the Special Educator Program. A minimum 8 week full-time practicum in programs for mild and moderate special needs children. Prerequisites include completion of all course and pre-practicum work and approval of the Program Director. Applications must be completed mid-semester prior to the practicum.
Ed 781.01 Student Teaching Handicapped, Generic *Joan C. Jones*
Ed 781.02 Student Teaching Handicapped, Moderate Special Needs

Ed 782 Student Teaching: Severe Special Needs (F, S: 6)
A full-time practicum (5 days per week) for students enrolled in the Severe Special Needs Program. Students will have progressively increasing responsibility in a classroom with severely handicapped children, either ED or MR, depending upon program concentration. By the end of the practicum, students will demonstrate the ability to handle the day-to-day instructional and administrative classroom activities. Students will be expected to independently complete IEPs on students in their class as well as participate in core conferences. Applicants must have completed all course and field requirements and have the approval of their Advisor. Application procedures are to be completed the semester preceding this practicum through the Field Placement Office. By arrangement *Joan C. Jones*

Ed 783 Internship: Visually handicapped (F, S: 3)
The advanced student in the Educator of the Visually Handicapped Program is assigned to a school for teaching/consultant experiences under the supervision of the cooperating school staff as well as B.C. Faculty. By arrangement *Richard M. Jackson*

Ed 791 Projects in Special Education and Rehabilitation (F, S, Summer: 1-3)
Open to advanced graduate students only. Credits to be determined. By arrangement *The Department*

Ed 792 Electronic Travel Aids (Summer: 3-6)
Provides training for teachers of orientation and mobility to enable them to teach the blind to use various sensory aids in conjunction with the long cane techniques. Curriculum includes classroom instruction and practicum experience.

Ed 800 Readings and Research in History and Philosophy of Education (F, S: 3)
Open only to advanced students in History and Philosophy of Education.
By arrangement *The Department*

Ed 804 Analytical Research in Education (S: 3)
This course is concerned with those principles and rules designed to guide investigators engaged in historical, legal, policy, and descriptive studies in gathering source materials, appraising them critically, and presenting a synthesis of the results. Qualitative rather than quantitative in methodological emphasis, this course is open to doctoral students whose research interests are not strictly experimental.
M., 4:30-6:15 *Edward J. Power*

Ed 809 Education and Ethics: An Analysis of Contemporary Educational Issues (S: 3)
Within the context supplied by moral and educational philosophy that is sensitive to ethical considerations, many kinds of educational value can be understood. This understanding, this general theory of value, can lead to the resolution of important educational issues. The issues to be selected for analysis in this course will depend upon the students' major fields of interest, but all will be critical, current and, sometimes, controversial.
W., 4:30-6:15 *Edward Power*

Ed 811 Seminar on Effects of Early Experience (F: 3)
This course is divided into two parts, both dealing with different types of early experiences. The first part focuses on race and social class issues, dealing in depth with the IQ controversy, multi-cultural parenting and compensatory education. The second focuses on different family dynamics as well as the effects of divorce, maternal employment and daycare.
M., 4:30-6:15 *Beth Casey*

Ed 813 Seminar on the Psychology of Parenthood and the Family (S: 3)
The seminar will focus on individual differences in parental behavior. Topics will include parental life history, personality variables, social support, life stress and the marital relationship. The course will begin with an examination of theoretical perspectives (Psychoanalytic, social learning, attachment theory, an integrative view) and will then turn to a critical examination of current research on the psychology of parenthood and the family.
W., 4:30-6:15 *Margaret Ricks*

Ed 819 Educational Change: The Communication of Innovations (S: 3)
This course will examine how change that effects occupational behavior takes place within organizations and individuals as a result of the intentional behavioral interventions of change agents. Both theoretical frameworks and case studies will be examined to help course participants obtain a perspective on possible roles they might take as educational change agents and the type of responses that might be expected from such interventions. Ways of obtaining both monetary funding and community/organizational support for innovation projects will be examined. A practicum will be required. Prerequisite: Ed 720 or Ed 914 or consent of instructors.
Th., 6:30-8:15 *George T. Ladd*

Ed 821 Practicum in Science Education (Independent Study) (F, S: 3)
A specialized course for graduate students wishing to carry out supervised independent curriculum development, inservice training of teachers, proposal writing, and/or research in the field of Science Education or related areas. The seminar meetings will be devoted to discussions centering on the various student projects and their implications to each other and the field in general. The student is asked to get the consent of the instructor before registering for the course.
By arrangement *George T. Ladd*

Ed 830 Directed Research in Religious Education (F, S: 3)
Readings, research and/or project implementation, under direction. Open only to candidates in the Religious Education Institute.
By arrangement
830.01 *Thomas Groome*
830.02 *Padraic O'Hare*
830.03 *Mary C. Boys, S.N.J.M.*

Ed 839 Psychology of Adult Religious Development (S: 3) *Margaret Gorman*

Ed 840 Seminar: Issues in Counseling Psychology (F: 3)
Prerequisites: Consent of instructor. Sign up four months in advance in McGuinn 304. Boston College Doctoral Candidates in Counseling Psychology only.
An advanced seminar focused on current professional issues in counseling psychology. Topics covered include formulating a professional identity, professional counselling organizations and their functions, ethical issues, related professions, regulations and laws, certification and licensing, accreditation, special settings, and recent and future developments in the profession. Limited to 20 students.
M., 4:30-6:15 *Kenneth Wegner*

Ed 841 Seminar in Evaluation & Research in Counseling (F: 3)
Prerequisite: Doctoral students in Counseling Psychology only. Sign up in McGuinn 304 in advance.
A study of experimental designs in psychotherapy research, uniformity assumptions, process-outcome confusion and criterion measurements. Methodological approaches include naturalistic-correlational studies and observations, generalist-manipulative and factorial designs as well as single case design. An examination of research on counselor characteristics, client variables and treatment approaches.
T., 4:30-6:15 *Bernard O'Brien*

Ed 842 Seminar in Counseling Theory (S: 3)
Prerequisite: Doctoral students in Counseling Psychology only. Sign up in McGuinn 304 in advance.
An analysis of major theories of counseling and psychotherapy. Students will be asked to explore these theories from the perspective of their position in the history of psychology and in light of their current usefulness. The seminar will also focus on helping students integrate research and counseling techniques into a coherent frame of reference for their own work with clients.
Th., 2:00-3:45 *The Department*

Ed 843 Seminar in Career Development (S: 3)
Prerequisite: Ed 448 or equivalent. Sign up four months in advance in McGuinn 304. Boston College Doctoral students in Counseling Psychology only.
An examination of theory and research in career development. Theoretical emphasis is placed on developmental approaches to career choice throughout the life cycle. Research on the role of sex differences is also highlighted.
Th., 4:30-6:15 *The Department*

Ed 844 Seminar in Counseling Supervision (S: 3)
Prerequisite: Sign up in advance in McGuinn 304. Doctoral students in Counseling Psychology only.
Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.
M., 7:00-8:45 *Irving Hurwitz*

Ed 846 Advanced Counseling Practicum (F, S: 3)
Prerequisite: Ed 746 or equivalent
Students must sign up in McGuinn 304 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.-Fri. 8 a.m.-5 p.m.)

Work (200 clock hours) under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary counseling agency. Boston College Counseling majors only.
Fall
T., 4:30-6:15 *Kenneth Wegner*
Spring
640.01 M., 4:30-6:15 *Cathleen Crider*
640.02 T., 4:30-6:15 *Kenneth Wegner*

Ed 847 Advanced Practicum-School Psychology (S: 3)
Prerequisites: Ed 747 or equivalent and consent of Francis Kelly.
Students must sign up in McGuinn 304 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours. Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-one.
Boston College School Psychology majors only.
By arrangement *Jerrold Pollak*

Ed 849 Internship in Counseling Psychology (F, S: 1-2)
Prerequisite: Consent of Professor. Minimum of 400 clock hours of counseling practicum (e.g. Ed 646, 746, 846). Sign up four months in advance in McGuinn 304. Boston College Doctoral Candidates in Counseling Psychology only.
Students must complete the equivalent of one full academic year in internship either half-time for four semesters (1 credit hour per

semester), or full time for two semesters (2 credit hours per semester). Placement in an approved counseling setting for supervised psychodiagnostic and interviewing experience with clients, group counseling and other staff activities.

By arrangement

849.01 1 credit

Francis Kelly

849.02 2 credits

Francis Kelly

Ed 851 Qualitative Research Methodologies in Administration, Curriculum, and Instruction (F: 3)

The study of methodologies appropriate for educational problems which are of a sociological, anthropological, or cultural (cross-cultural) nature. Emphasis is placed on ethnographic methods including observation, case study development and/or analysis, action-research logs, transcript analysis, and expert testimony, among others. The course is designed for the study of those problems which cannot be treated appropriately using empirical or historical research.

M., 4:30-6:15

Donald Donley

Ed 852 Administrative Communication (F: 3)

This course is designed to help students acquire a better understanding of the process of communication, in general; to develop a deeper appreciation of the centrality of communication in administrative practice; and to improve personal skills in effective communication. Topics covered include the communication process, the effects of organizational structure on communication, trust, listening skills, small group communication, communicating styles, personality type and communication, conflict management, individual and group decision-making, nonverbal behavior, written communication and intercultural communications.

Th., 4:30-6:15

Joseph Duffy, S.J.

Ed 853 School Business Management (S: 3)

Prerequisite: Ed 452

This seminar will consider in depth the major sources of school financial aid: local, state and federal. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field study in one area of school business management.

M., 4:30-6:15

Vincent Nuccio

Ed 854 Futurism and Planning (F: 3)

Planning is emerging as one of the most powerful functions which the educational leader performs. This course emphasizes the planning process; it makes use of prediction methodologies, and explores alternative futures. Educational planning is considered in the total cultural context.

Th., 6:30-8:15

Donald Donley

Ed 859 Projects and Research in Educational Administration, Curriculum, Instruction, and Supervision (F, S: 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. Approval by the faculty member is required prior to registration.

By arrangement

The Department

Ed 863 Internship in Educational Research (F, S: 1-3)

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conducting, analyzing and reporting phases of one or more projects relating to the evaluation of educational programs.

By arrangement

The Department

Ed 865 Planning and Conducting Educational Research (F, S: 3)

Prerequisites: Ed 468, 469, 565 or equivalents

A practical study of the principal research tools used by investigators of educational phenomena. The course is open to doctoral students in the Department and is intended to assist students in the selection of a researchable problem, and to provide appropriate knowledge of research strategies and options for data analysis which will be useful in planning and conducting research for the dissertation. Enrollment limited to 20 students.

Fall-Th., 4:30-6:15

Peter Airasian

Spring-F., 4:30-6:15

Ronald L. Nuttall

Ed 871 Issues in American Higher Education (S: 3)

Examination of some of the major issues confronting American higher education, and of proposals for their resolution. Consideration of problems in such areas as institutional management as well as in the field of social policy.

M., 4:30-6:15

Donald Donley

Ed 872 College Student Personnel Policies and Practices (S: 3)

Prerequisite: Ed 778 or Ed 772

A case study approach to the problems and issues facing those involved in working with students and student life.

T., 7:00-8:45

Mary Kinnane

Ed 878 The College, Courts and the Law (F: 3)

An examination of court interpretations of constitutional issues that affect higher education. Utilizing the case approach, the course will focus on topics such as due process for faculty and students, tenure, academic freedom, collective bargaining, and affirmative action.

T., 4:30-6:15

Lester Przewlocki

Ed 879 Seminar on Innovations in the Higher Education of Women

The seminar will focus on the innovations and transitional phases of women's and men's roles, status, and life styles. Contemporary issues and research will be considered in this study of critical areas affecting higher education, students in the field, administrators, faculty, and counselors.

Offered 1987-88

Mary Kinnane

Ed 880 Contemporary Issues in Special Education (S: 3)

An advanced seminar for doctoral students in Special Education and Rehabilitation. Students will research, compile, and present defensible positions on an array of contemporary problems and issues in special education and rehabilitation. Familiarity with pertinent literature will be emphasized, and stress will be placed on students' abilities to write at a professional level.

Offered Spring, 1987 and Spring, 1989 By arrangement

The Department

Ed 881 Special Education Legislation and Regulations (F: 3)

This course will provide the student with a comprehensive overview of legislation and regulations in special education, together with an historical and current understanding of the role of the court in interpreting special education law. Topics to be covered include but are not limited to: the U.S. legal system and how it works; landmark court cases; basic components of federal legislation; due process and advocacy; special education funding; current legal issues and future trends.

By arrangement

James J. Cremins

Ed 882 Vocational Assessment/ Employment of Persons with Handicaps (S: 3)

This course emphasizes the practical aspects of vocational evaluation which relates to decision-making for training and job placement purposes. Testing procedures and instrumentation, i.e., interest inventories, aptitude batteries and work samples, will be reviewed.

The second component of the course considers approaches in preparing handicapped learners for work through job readiness skills, job analysis, matching individuals to jobs, placement procedures and employment follow-up.

W., 6:30-8:15

Ronald Linari

Ed 883 Dissertation Seminar in Special Education and Rehabilitation

Prerequisite: Design of Research I or permission of the instructor.

Open to doctoral students in Education, this seminar is designed to assist them in the preparation of formal dissertation proposals. Guidelines for the development of topics suitable for empirical investigations will be provided. Each student will present a proposal draft for peer and faculty reaction, followed by a completed proposal for faculty review. This course will be offered in the Fall of 1987 and 1989.

The Department

Ed 911 Seminar in Cognitive Processes (F: 3)

This advanced seminar on cognitive development consists of 1) an overview of historical perspectives, 2) more detailed examination of current theoretical perspectives, 3) an examination of infant cognition and 4) an extended review of selected topics, including concept development, problem-solving, memory, intelligence and social cognition. Throughout the course, there will be an emphasis on individual differences and on an organizational perspective of cognition, linking cognition with affect and its development with the development of personality.

W., 4:30-6:15

Margaret Ricks

Ed 913 Seminar in the Theories of Motivation (F: 3)

Prerequisite: Permission of the instructor

A study of traditional theories (James, McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

Th., 4:30-6:15

John F. Travers

Ed 940 Projects in Counseling Psychology (F, S: 3)
Open to advanced students only. Independent, directed study.
By arrangement *The Department*

Ed 950 Dissertation Seminar in Curriculum, Instruction and Administration (F: 3)
Th., 7:00-8:45 *Vincent Nuccio*

Ed 953 Advanced Seminar in Supervision (S: 3)
This course draws from the fields of Organizational Development and Systems Management Theory to develop flat adaptive organizational models for school-system use. Functional linkage networks are employed to move away from the bureaucratic structures which have so characterized schools of the past. Feedback systems are developed to undergird accountability. Students create an idealized organizational model for a school for the future.
Th., 4:30-6:15 *Raymond Martin*

Ed 956 Legal Aspects of Educational Administration II (S: 3)
A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the management of school funds and property, staff and pupil-personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decision at the superintendent and/or principal level.

This is an advanced course to follow Ed 456 and is most useful to principals, superintendents and central office personnel.
M., 6:30-8:15 *Lester Przewlocki*

Ed 958 Internship in Educational Administration (F, S: 3-6)
A two-semester guided field experience consisting of 300 clock hours for students enrolled in Doctoral programs. (Advisor and student should plan for the internship when developing the doctoral program and the type of placement and role description should be determined.) Application is to be completed by April 15 for fall semester placement and by November 15 for spring semester placement. Interns will be assigned a faculty supervisor and a cooperating practitioner assigned by the sponsoring agency. Interns will maintain a journal of reflections on professional aspects of the experience and keep a log of time spent in specific activities. Three self-evaluations will be completed during the experience and submitted to the faculty advisor and cooperating practitioner. Interns will be evaluated by the faculty advisor and cooperating practitioner.

The internship experience (300 clock hours) may be used as the field experience requirement for the purpose of certification in one area of administration. The areas are listed under the course description for Ed 750. If you intend to use the internship for the purpose of certification you must declare the intent. The Department of Education must clear and authorize the placement site for the internship and proper paperwork must be submitted. If you wish certification in a given area you must complete the courses required for the certificate. It is critical that you work closely with your advisor to insure that all the necessary courses are completed.

By arrangement *Raymond Martin*

Ed 960 Seminar in Educational Measurement and Research (F: 3)
Consideration of recent literature dealing with theoretical and procedural developments in measurement, evaluation, and research methodology.
Th., 7:00-8:45 *Ronald Nuttall*

Ed 961 Projects in Educational Research and Measurement (F, S: 1-3)
Open to advanced students only. Credits to be determined.
By arrangement *The Department*

Ed 972 Colloquium: Student Cultures and the College Experience (F: 3)
Prerequisite: Consent of the instructor and Ed 772 or Ed 778.
A study and discussion of student cultures and values, the college experience and environment, and their interaction, in American and International settings. Open to advanced students in Higher Education.
T., 6:30-8:15 *Mary Kinnane*

Ed 975 Internship in Higher Education (F: 3-S: 3)
Majors in higher education will select an educational research setting in an office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of activities.
By arrangement *Mary Kinnane*

Ed 981 Supervised Internship: Special Education and Rehabilitation (F, S: 1-3)
Students serve as interns in local, state, federal and/or private schools or agencies under the direction of a faculty member and cooperating personnel.
For advanced graduate students only.
By arrangement *The Department*

Ed 988 Dissertation Direction (F: 3-S: 3)
Prerequisite: Consent of academic advisor.
All advanced doctoral students are required to register for six credit hours of dissertation direction.
By arrangement *The Department*

Ed 999 Doctoral Continuation
All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. When registering for Ed 999, students must use the section number assigned to their dissertation directors to assure proper recordkeeping.
The Department

Courses Offered on a Periodic Basis

Ed 594 Employment Practices for Persons with Special Needs
Ed 621 Diagnostic Techniques in Reading
Ed 876 Financial Management in Higher Education

English

Faculty

Professor Leonard R. Casper, A.B., A.M., Ph.D., University of Wisconsin

Philomatheia Professor P. Albert Duhamel, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

Professor Anne D. Ferry, A.B., Vassar College; A.M., Ph.D., Columbia University

Professor Richard E. Hughes, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Professor John L. Mahoney, A.B., A.M., Boston College; Ph.D., Harvard University

Professor John J. McAleer, A.B., A.M., Boston College; Ph.D., Harvard University

Professor Kristin Morrison, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Professor Richard J. Schrader, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Professor E. Dennis Taylor, Chairman of the Department A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Adjunct Professor Sr. Elizabeth S. White, R.S.C.J., A.B., Manhattanville College; A.M., Radcliffe College; Ph.D., Catholic University

Professor Judith Wilt, A.B., Duquesne University; Ph.D., Indiana University

Associate Professor Joseph A. Appleyard, S.J., A.B., Boston College; Ph.D., Harvard University

Associate Professor Henry A. Blackwell, A.B., Morgan State College; M.A., Ph.D., University of Chicago

Associate Professor Rosemarie Bodenheimer, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Associate Professor Adele M. Dalsimer, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Associate Professor Paul C. Doherty, A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Associate Professor Dayton Haskin, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Associate Professor Robert Kern, A.B., City College of New York; A.M., Ph.D., Harvard University

Associate Professor Paul Lewis, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Associate Professor Joseph A. Longo, B.S., M.Ed., A.M., Ph.D., Rutgers University

Associate Professor Robin R. Lydenberg, A.B., Barnard College; A.M., Ph.D., Cornell University

Associate Professor John F. McCarthy, A.B., Harvard University; A.M., Ph.D., Yale University

Associate Professor Daniel L. McCue, Jr., A.B., Boston College; A.M., Ph.D., Columbia University

Associate Professor John H. Randall, III, A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

Associate Professor Robert E. Reiter, A.B., St. Bonaventure College; Ph.D., University of Michigan

Associate Professor Cecil F. Tate, A.B., University of Maryland; A.M., Ph.D., Emory University

Associate Professor Andrew J. Von Hendy, A.B., Niagara University; A.M., Ph.D., Cornell University

Associate Professor Christopher P. Wilson, A.B., Princeton University; Ph.D., Yale University

Associate Professor William Youngren, A.B., A.M., Ph.D., Harvard University

Assistant Professor Raymond G. Biggar, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Assistant Professor Robert L. Chibka, B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Assistant Professor Joseph M. McCafferty, B., A.M., Boston College

Assistant Professor Frances L. Restuccia, A., M.A., Occidental College; Ph.D., University of California at Berkeley

Assistant Professor Francis W. Sweeney, S.J., A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Assistant Professor James D. Wallace, B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

Instructor Mary Thomas Crane, A.B., Harvard College; A.M., Ph.D. (cand.), Harvard University

Program Description

Master of Arts Program

Students seeking the degree of Master of Arts in English will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography and Methodology, and to pass two examinations in the following order: a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

As an option, up to six of the required 30 hours of graduate credit may be directed to courses of independent study resulting in a longer paper either critical or creative in nature. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

The examination in foreign languages will be offered each semester and the candidate may elect to take it in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or

better; or College Entrance Examination Board scores indicating upper-percentile achievement.

The oral examination, based upon a list of books intended to be representative of the historical scope of English and American Literature is offered each semester and may be taken only after the candidate has completed all course requirements and the foreign language examination.

Copies of the list of titles upon which the candidate will be expected to stand examination are available upon registration from the Department. Students are advised to make use of the Departmental counseling services in order to help them prepare for this examination by making an informed choice of the courses regularly available to them.

Admission to all Master's programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work and letters of recommendation. Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English are strongly recommended, not required.

Master of Arts in American Studies

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Cooperating faculty include members of the English, History, Political Science, Sociology and Fine Arts departments. Admission of any applicant will be determined by both the major department and the American Studies Committee.

The Program is designed to encourage an understanding of the American experience by bringing students to an integrated view of American Culture. Candidates concentrate in a major department, while integrating the methods of interdisciplinary work developed in a year-long colloquium and seminar in the literature and practice of American Studies. In addition the student is required to take twelve hours of graduate work in his major field, and nine in a field related to that major interest. A culminating master's project will allow the student, in consultation with an advisor, to pursue a topic of special interest. At the end of a student's course of study, the Master's candidate undergoes an oral examination testing his ability to synthesize several areas of knowledge.

The Program also has several extracurricular dimensions. It has been a focal point for programs drawing upon the cultural resources of the Boston area. In recent years, the Program has sponsored a Teacher's Institute in Boston history, and the Architectural Heritage Program's summer course sponsored by the Commonwealth of Massachusetts.

Master of Arts in Teaching

The Department, in cooperation with the School of Education, offers a program leading to the degree of Master of Arts in Teaching. In addition to the usual 15 graduate hours in English, students in this program must pass the Department's written examination to demonstrate their ability to read a foreign language and an oral examination on the continuity of English and American literature.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid, consisting of Graduate Assistantships or Teaching Fellowships. Upon the completion of the first year of the program, students will normally be offered an opportunity to hold Teaching Fellowships, conferring a stipend and partial remission of tuition.

Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas like history, philosophy, classics, modern languages or art which may be of particular interest or usefulness to the teacher concerned with developing specialized courses or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the latter part of each afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses which may be tailored to meet the needs of special students.

Doctor of Philosophy Program

No more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, in which the forms of requirements and examinations are suited to the interests and needs of each student.

All students accepted into the program receive fellowships plus tuition remission to facilitate full-time work so that all requirements are completed within four years. Fellowships are normally renewed for the four years as long as satisfactory progress is being made towards the degree.

Course Requirements

Students are required to take four doctoral seminars in their first six semesters. Another graduate course may be substituted for one of the seminars after consultation with the instructor and approval of the Director under ordinary circumstances at the beginning of the course. All other course work is elective.

Independent Study: Readings and Research

Either individually or in small groups, students may arrange with members of the faculty to take a course of readings and research in a subject not covered in standard course offerings.

Examinations

Students are required to pass a major field examination and three minor field examinations. Students planning to take an examination should so inform the Department Chairperson at least two months beforehand, at which time the Chairperson will name the board and set the time and place for both the examination and a preliminary meeting between the student and the board. At or before the preliminary meeting the student will submit to each board member a tentative list of titles to be examined on and in the case of a minor examination a definition of the specific topic, scope, and format of the proposed examination. These matters will be discussed, modified if necessary, and approved at the preliminary meeting.

A major examination consists of a two-hour oral examination covering a substantial field of English or American literature.

A minor examination is narrower in scope and normally runs one and one-half hours. It may resemble the major examination in consisting of a direct oral examination on a specified reading list, but students are encouraged rather to choose formats for minor examinations that approach the material with a particular pedagogical or scholarly end in view, for example, defending the outline of a viable course in the field, defending a planned anthology, giving a lecture, or writing an essay on a significant topic in the field.

A student wishing to withdraw from a scheduled examination must give two weeks notice to the Department Chairperson.

All examinations are graded according to the standard graduate school grading scale: Pass with Highest Distinction, Pass with Distinction, Pass, Fail. The chairperson of the examining board is responsible for submitting to the Department Chairperson as soon as practicable the grade for the examination along with a written evaluation of the student's performance. Other members of the board may also submit individual reports for the student's Department file.

Teaching

The teaching of two three-credit undergraduate courses with the guidance of an advisor is part of the doctoral requirement. This is normally done in the third year. The teaching may take one of three forms, or a combination of two of them:

1. Teaching in a staff course where one works closely with one or more faculty and other doctoral students in developing teaching strategies.
2. Teaching English elective courses of the student's own design with the advice of a faculty member selected by the student.
3. Teaching in the Core Program, i.e., Freshman English, again with an advisor of the student's choosing.

In their first four semesters students also assist in departmental work in various ways, amounting to about four hours a week of their time. They may be asked to give tutorial help to undergraduates in the writing program, or to assist senior faculty in research or teaching.

Language Requirement

The Ph.D. language requirement may be fulfilled in two ways:

1. Passing the Departmental reading examination in two languages.
2. Demonstrating a fuller knowledge of a single language by passing a reading examination and writing a scholarly paper on a literary topic involving problems of language or style. With the approval of the English Department examiner in a given language, the paper may be one written for an advanced language course.

The Dissertation

Students may fulfill the dissertation requirement by writing an original book or monograph-length study of an appropriate subject. The student should first consult with the faculty member he or she wishes to direct the dissertation and obtain approval of the topic. Then the student should inform the Department Chairperson, who will name second and third readers in consultation with the dissertation director. Working arrangements among student, Director, and readers necessarily vary from one dissertation to another, but it is the responsibility of the Director to see that at least one of the other readers is involved as early as is feasible.

The students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. Information on these matters can be obtained from the Department Secretary, the Program Director, or the University Registrar's office. The dissertation director is also responsible for being aware of all pertinent deadlines and University thesis requirements.

The Ph.D. Colloquium

A student committee organizes and schedules monthly Ph.D. Colloquiums, at which faculty members, outside guests, or senior doctoral students lead discussions of literary topics. First and second year students are expected to attend, and all doctoral students and faculty are invited.

Pacing One's Program

The program is designed to be completed in four years while retaining maximum flexibility within that span. Therefore adequate planning and pacing of one's own program is of crucial importance. In consultation with the Program Director, students should project a timetable for themselves before the end of their first year, observing the following guidelines: Counting each required seminar, each field examination, and each semester of teaching as one unit, students should

complete 2 to 3 units by the beginning of the second year;

complete 5 to 7 units by the beginning of the third year;

complete 10 units by the beginning of the fourth year.

(Note that this calculation does not include language examinations.) It is expected that students will be in a position to embark fulltime on their dissertations at the beginning of or very early in their fourth year, but they are urged also to settle on a topic, consult with a thesis director, and do preliminary work before the end of their third year, even if an examination remains to be passed.

Course Offerings

Elective Course Open to Both Graduates and Undergraduates

En 609 Medieval Survey (S: 3)

The course will survey the best and most significant literature written in English from the 12th through the 15th centuries, excluding Chaucer. The readings include a variety of Arthurian works, such as the alliterative *Morte Arthure*, *Sir Gawain and the Green Knight*, and *Malory's Morte Darthur*. Some other major works are *Piers and the Plowman*, *The Pearl*, and a selection of mystery plays. Among the remaining poetry and prose are lyrics, beast fables, and mystical writings. Relevant cultural, social, and political background will be discussed. Some readings will be in Middle English, others in modernizations. No previous knowledge of medieval language or literature is necessary.

Richard Schrader

Graduate Courses

En 045 English for Foreign Students, Graduate Level (F, S: 0)

This course is designed for graduate students and Visiting Scholars whose native language is not English. It is offered both Fall and Spring semesters, on a non-credit basis, free of charge; spouses of graduate students and Visiting Scholars are also welcome to attend. One class meeting a week focuses on listening and speaking skills, including pronunciation, idiomatic usage, and understanding rapid casual speech. The second class meeting serves as a workshop for improving academic writing skills.

En 705 Major Writings of John Donne (F: 3)

A study of the major works of John Donne: poetry, religious writings, including selected sermons. Seminar presentation and research paper required.

Richard Hughes

En 706 20th Century British Fiction (F: 3)

The twentieth century novel in England, true to its "realistic" heritage, captures in a wide variety of relativistic, self-contravening, anti-linear, even fantastic styles of the post-Freudian, post-Einsteinian, post-Christian, post-colonial reality of the modern world. Soldiers of one sort or another figure strongly in the picture that emerges from the novels we will study: Conrad's *Heart of Darkness* and West's *The Return of the Soldier*, Lawrence's *Women in Love* and Forster's *Passage to India*, Woolf's *Mrs. Dalloway*, Green's *Heart of the Matter*, Orwell's *1984*, Lessing's *The Golden Notebook* and LeCarre's *The Little Drummer Girl*.

Judith Wilt

En 710 Shakespeare and Contemporary Scholarship (F: 3)

A detailed consideration of *Richard III*, *Richard II*, and *The Tempest* as representative of Shakespeare's work in various genres and periods of development as well as illustrations of some of the persistent problems in Shakespearean scholarship.

P. Albert Duhamel

En 721 Milton (S: 3)

A study of Milton's poetic development.

Anne Ferry

En 724 (As 724) Graduate Core Colloquium: An Introduction to The Literature of American Studies (F: 3)
The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state.

Cecil Tate

En 726 Myth in Postromantic Literature (S: 3)

A study of the effects of the Romantic concept of "myth" upon subsequent literature. After a preliminary consideration of Romantic theory and its expression in some visionary poems of Blake and Yeats, the course will proceed to examine its extension into anthropological and cultural theory in the later nineteenth century, in Carlyle's *Sartor Resartus* and Tennyson's *Idylls of the King*, and into theories of an instinctual substratum of human nature in the early twentieth, in Eliot's *The Waste Land*, Lawrence's *The Rainbow* and Mann's *Joseph and His Brothers*.

Andrew Von Hendy

En 728 Studies in 18th Century Novel (F: 3)

This course will investigate what British novelists were up to in the century when prose fiction emerged as a recognizable genre with its own traditions and conventions. We will explore such issues as the "novelty" of the form and its ties to previous forms of discourse, tensions in the novel between historical "realism" and imaginative artifice, interaction of moral and aesthetic values, and relations between psychology and narrative strategy. Close scrutiny of major works by such authors as Behn, Defoe, Richardson, Fielding, Sterne, Johnson, Burney, Walpole, and Radcliffe. Classes will be conducted largely as discussions.

Robert Chibka

En 730 British Romantic Poetry: Wordsworth, Coleridge, Keats (F: 3)

The development of Romanticism in 19th Century England. The course will concentrate on close reading and analysis of the major poetry and literary theory of Wordsworth, Coleridge, and Keats. There will also be a continuing consideration of important philosophical and historical backgrounds.

John L. Mahoney

En 744 The Victorian Poetic Tradition (S: 3)

The Age of Arnold, Browning, Tennyson, Hardy, Hopkins, and Yeats. An in-depth textual analysis of the key poems of each poet, with attention paid to their historical setting, and their careers. Emphasis will be placed on discussion of individual texts, with background research to be contributed on occasion. Students will be introduced to the Macintosh.

Dennis Taylor

En 754 After Modernism: Recent American Poetry (S: 3)

Beginning with the work of Wallace Stevens and William Carlos Williams, this course will trace the development in recent American poetry of lyric forms and attitudes that constitute an alternative to the epic ambitions and cultural allusiveness of high modernism. Poets

to be considered after Stevens and Williams will include Theodore Roethke, Robert Lowell, Elizabeth Bishop, James Wright, John Ashbery, Gary Snyder, Galway Kinnell, Denise Levertov, and others. The main focus will be on reading the poems themselves, but some attention will also be given to historical and intellectual backgrounds. Several short papers and/or reports will be required, and the course will be run as a discussion, with some lecturing.

Robert Kern

En 781 Reading and Teaching Novels (S: 3)

This is a workshop course designed for those who are, or will soon be, teaching long narratives to undergraduates, and for those who want a chance to think about the relationship between the art of reading novels and the invention of strategies for teaching them. The texts will be six 19th and 20th century novels, each presenting somewhat different problems and opportunities for the teacher. We will spend two sessions on each: in the first we will develop topics and an outline of classes through general discussion of the novel; in the second we will concentrate on the design of individual classes: choosing passages for focus, asking questions, etc. A short written exercise will be due each week. The final paper will be a complete, detailed teaching plan for a novel of your choice. A tentative list of texts: *Pride and Prejudice*, *Great Expectations*, *The Portrait of a Lady*, *Sons and Lovers*, *A Portrait of the Artist as a Young Man*, *To the Lighthouse*.

Rosemarie Bodenheimer

En 782 Introduction to the History of the Book (S: 3)

A survey of the printed book in the West from the fifteenth through the twentieth centuries, with a laboratory designed to familiarize students with the art of letterpress printing, papermaking, and fine binding. Topics include: the transition from the manuscript to the printed book; technical aspects of book production (type design, paper, presswork, illustration and bookbinding techniques); the evolution of book design; the professions of authorship, printing and publishing; changing patterns of book distribution; the book as an economic, social and cultural force.

Ralph Coffman

En 820 Romanticism in American Literature (S: 3)

American historical and philosophical romanticism, romanticism of sentiment and of the frontier, the matter of the Red Man, and Gothicism, studied in the works of Irving, Cooper, Hawthorne, Poe, The Concord Idealists, Melville, Deena, Parkman, Stowe, Dickinson, and Whitman.

John J. McAleer

En 841 Recent Fiction by American Women (F: 3)

Examples of extraordinary sensitivity to human experience, without reliance on doctrine or special pleading, drawn from the stories and novels of Tillie Olson, Didion, Beattie, Morrison, Brown, Tyler, Gordon and Oates.

Leonard Casper

En 862 James Joyce (S: 3)

This course will spend approximately the first half of the semester on Joyce's *Dubliners*, A

Portrait of the Artist as a Young Man, and *Exiles*, and approximately the second half of *Ulysses* and works of Joyce criticism. We will take up pluralistically the dominant critical issues. There will be a short and long paper.

Frances Restuccia

En 878 Reading and Teaching Poetry (S: 3)

A course for students who wish to expand their skills in the reading and teaching of poetry, based on class discussions and written exercises using various approaches to poems of different types and periods of English and American literature.

Anne Ferry

En 881 Problems in Modern Literary Theory (F: 3)

This course will focus on the concept of intention. We will address such questions as the following; 1) What is it we are talking about when we speak of an author's intention? 2) Should the critic take the author's (presumed) intention into account in arriving at an interpretation of a literary work? 3) What sorts of evidence may be used in determining what an author's intention may have been? 4) What becomes of the problem of intention when we are dealing with a work of anonymous or multiple authorship? Readings in recent literary theory and analytic philosophy; discussion of at least one literary work in which the question of authorial intention has led to important critical controversy.

William Youngren

En 882 Bibliography and Method (F: 3)

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism. Limited enrollment

Richard Schrader

En 888 Master's Interim Study (F, S: 0, 0)

The Department

En 891 Guided Study: Criticism (F: 3)

By arrangement The Department

En 892 Guided Study: Criticism (S: 3)

By arrangement The Department

En 893 Guided Study: Literary History (F: 3)

By arrangement The Department

En 894 Guided Study: Literary History (S: 3)

By arrangement The Department

En 899 Readings & Research

En 907 Doctoral Seminar: Studies in Renaissance Poetry (S: 3)

The principal work of the seminar will be close reading of lyric poems by Shakespeare, Donne, and Herbert. Occasionally the course will direct attention to poems by other late sixteenth- and early seventeenth-century poets. It will also explore some problems in critical theory and practice (e.g., reading Donne and Herbert through the mirror of *Walton's Lives*; the prominent place accorded to Donne in the work of the New Critics) as they have appeared in the history of interpreting this poetry.

Dayton Haskin

En 908 Doctoral Seminar: Nineteenth Century Narratives (S: 3)
Studies in 19th century autobiography and autobiographical fiction: Wordsworth, Carlyle, Ruskin, Eliot, Dickens. Other possibilities: Newman, Mill, C. Bronte, Pater.

John McCarthy

En 990 (As 990) Graduate Core Seminar (F: 3-S: 3)

Each year the American Studies Committee approves a seminar topic which provides the focus for interdisciplinary work. After several weeks of common reading within this topical area (e.g., "American Culture in the 1920s"), students pursue individual research topics of their own choosing. Normally, the topic serves as a research essay for the course; in some instances, however, it may also provide the basis for the Master's Project. With the permission of the instructor, this course is open to all students in cooperating departments.

Interested students may inquire about the Program by writing directly to: Director, American Studies Program, Carney 455, Boston College, Chestnut Hill, MA 02167

En 998 Doctoral Comprehensive (F: 0-S: 0)

By arrangement

En 999 Doctoral Continuation

By arrangement

Fine Arts

Faculty

Professor Marianne W. Martin, A.B., Hunter College; A.M., Ph.D., Bryn Mawr College

Professor Josephine von Henneberg, Doctor in Letters, University of Rome

Associate Professor Pamela Berger, A.B., A.M., Cornell University; Ph.D., New York University

Associate Professor Kenneth M. Craig, Chairman of the Department, B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Associate Professor Jeffery W. Howe, A.B., Carleton College; Ph.D., Northwestern University

Associate Professor John Michalczyk, A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Associate Professor Michael W. Mulhern, B.F.A., University of Dayton; M.F.A., Columbia University

Associate Professor John Steczynski, B.F.A., Notre Dame University; M.F.A., Yale University

Assistant Professor Edward A. Aiken, B.A., Claremont College; B.F.A., California College of Arts and Crafts; M.A., Ohio State University; Ph.D., Northwestern University

Instructor Toni Dove, B.F.A., Rhode Island School of Design

Visiting Artist Andrew Tavarelli, B.A., Queens College

Program Description

Although the Fine Arts Department does not offer an advanced degree, the courses

listed below as well as some of those found in the Undergraduate Catalog can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the College.

Course Offerings

Fa 322 The Art of Late Antiquity (S: 3)

This course will examine the complex transition from the culture of paganism through the rise of Christianity. The Jewish heritage of Early Christian Art will be explored as well as the impact of the imagery of the mystery religions of Isis, Cybele and Mithra.

Pamela Berger

Fa 328 Manuscript Illumination from Late Antiquity through the Gothic Period (F: 3)

This is a course designed to acquaint the student with the richly decorated manuscripts of the Middle Ages. Particular emphasis will be placed on the Irish and Hiberno-Saxon illuminative tradition. The student will be guided in the preparation of a small research paper dealing with some aspect of medieval manuscript illustration. A course in Medieval or Irish Art or Medieval History is strongly recommended as a prerequisite.

Pamela Berger

Fa 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The "High Renaissance" was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

Charles Colbert

Fa 342 Age of Rembrandt (S: 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Kenneth Craig

Fa 353 The Romantic Era (F: 3)

The course begins with a consideration of anti-Rococo developments in terms of Neo-classic reform and new moralizing tendencies. Special attention is given to Goya and to David and to the Romantic aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of Romantic landscape painting from its eighteenth-century origins through such artists as Constable, Turner, and Corot is also stressed.

Marianne W. Martin

Fa 355 From Gauguin to Dali: Late 19th and Early 20th Century Art (F: 3)

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of art nouveau, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and,

finally, the anti-rational currents from Dada to Surrealism are analyzed.

Marianne W. Martin

Fa 356 Art Since 1945 (S: 3)

This course will survey the history of painting and sculpture from 1945 to the present. Developments in American art will be emphasized.

Edward A. Aiken

Fa 381 The Propaganda Film: From the Aesthetic to the Manipulative (F: 3)

The film as a celluloid weapon created to move, incite or educate has been utilized socially and politically for more than half a century. This course will differentiate between aesthetic and pro-paganistic elements in the film by examining a cross-section of film on the international scene-Potemkin, Triumph of the Will, Hearts and Minds, Why We Fight, The Spanish Earth, etc.

John J. Michalczyk

Fa 386 The Italian Film (S: 3)

This survey course traces the history of the Italian film through five stages: Early silent epics, "White telephone"/Facist melodramas, Neo-realist classics of Rossellini and DeSica, intellectual and existential works of Antonioni and Fellini, and contemporary political fiction films. Slides and films will illustrate this evolution.

John J. Michalczyk

Fa 401 Seminar in Art Historical Research (F: 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class.

Jeffery W. Howe

Fa 403-404 Independent Work (F: 3-S: 3)

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

The Department

Note: A nominal fee is charged for film courses.

Studio Art (including Film and Photography)

Fs 301-302 Drawing II: Figure Drawing (F: 3-S: 3)

Prerequisite: Fs 204 or permission of the instructor.

The course uses the human figure to expand students' abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition.

John Steczynski

Fs 307-308 Drawing III: Advanced Drawing (F: 3-S: 3)

Prerequisite: Fs 302 or permission of the instructor.

The course is for students who want to explore advanced problems through drawing. Through this process, they are expected to develop an individual direction, preferably

related to work they are doing in other areas. Ultimately they should be creating major works in various media on paper. There will be an interchange of ideas in class through in-department discussions and crits.

Andrew Tavarelli

Fs 323-324 Painting II (F: 3-S: 3)

Prerequisite: Fs 223-224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting I but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting.

Toni Dove

Fs 328 Process and Materials (S: 3)

This course is designed to focus the student's image making on the development of experimental work in new and hybrid media.

Lectures, demonstrations, and assignments are designed to introduce the student to a variety of non-traditional art making materials and methods of idea appropriation. Image expansion, suitability of approach, and material permanence will be discussed and stressed.

The semester will conclude with a major individual project as final work for the course.

Michael Mulhern

Fs 343-344 Ceramics II—Vessels/Wheelthrowing (F: 3-S: 3)

No prerequisite

Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques will be demonstrated through the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas.

Mark Cooper

Fs 363 Photography III (S: 3)

Prerequisite: Fs 261-262 or permission of the instructor This course is designed for those with a strong commitment to still photography as a creative discipline. The course will concentrate on traditional and non-traditional photographic image-making, with extensive darkroom production and field trips. The class will act as a forum for critiquing work and for presenting historical and contemporary slides. 35mm camera is required. Class limited to 15 students.

Charles Meyer

Fs 367 Experimental Photography (S: 3)

Prerequisite: Fs 262 or permission of instructor

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the exploration of an individual direction for the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, High contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected.

Jim Stone

Fs 385-386 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

Fs 485-486 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

Fs 499 Advanced Seminar in Studio Art (S: 3)

Prerequisite: Intense interest in archetypes and symbols as relevant to the visual arts. A generalized acquaintance with art history is desirable.

A course rotated among the studio faculty of the department, with a corresponding change of focus. Based on Jungian concepts of archetypes, symbols, and polarities, the course will discuss how basic experiences like the Great Mother, The Hero, feminine/masculine, good/evil affect the artist and his/her work both culturally and personally. Lectures, discussions and presentations. Those students who make art will be encouraged to use their own work as focus and reference.

John Steczynski

Note: A laboratory fee is charged in all studio courses.

Geology and Geophysics

Faculty

Professor George D. Brown, Jr., B.S., Saint Joseph's College; **M.S.,** University of Illinois; **Ph.D.,** Indiana University

Professor James W. Skehan, S.J., Director, Weston Observatory A.B., A.M., Boston College; **Ph.D.,** Harvard University

Associate Professor Emanuel G. Bombolakis, B.S., M.S., Colorado School of Mines; **Ph.D.,** Massachusetts Institute of Technology

Associate Professor Benno M. Breninkmeyer, S.J., A.B., Boston College; **Ph.D.,** University of Southern California

Associate Professor John E. Ebel, A.B., Harvard University; **Ph.D.,** California Institute of Technology

Associate Professor J. Christopher Hepburn, Chairman of the Department A.B., Colgate University; **A.M., Ph.D.,** Harvard University

Associate Professor Rudolph Hon, M.Sc., Charles University; **Ph.D.,** Massachusetts Institute of Technology

Associate Professor David C. Roy, B.S., Iowa State University; **Ph.D.,** Massachusetts Institute of Technology

Assistant Professor John F. Devane, S.J., Acting Director, Weston Observatory A.B., A.M., Boston College; **M.S.,** Fordham University

Program Description

Master of Science Program

The Department offers graduate programs leading to the M.S. degree in Geology, Geophysics, or a combination of the two. Many students seeking future employment in industry find that programs combining Geology with practically oriented Geophysics are particularly attractive.

The Department, with approximately 40 graduate students in residence, is housed in Devlin and Higgins halls on campus, and has additional research facilities at Weston Observatory. Students enjoy a close working relationship with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses that the student obtain a strong background in the Earth Sciences and the ability to carry out research on his/her own. It is felt that the attainment of these qualities will enable students to be successful in their careers as geoscientists, whether they choose employment in industry, government service, or continue their studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in Geology and Geophysics if they wish this type of background. Research in the Department covers a broad range of topics, including: Marine Geology, Coastal Sedimentation, Physical Sedimentation, Seismology (including crustal studies of New England using the 40+ station New England Seismic Network), Structural Geology, Rock Mechanics, Bryozoan Paleontology, Igneous and Metamorphic Petrology, and Geochemistry (including Neutron Activation Trace Element analyses), with special emphasis on the Northern Appalachians, geomagnetism, and sedimentation, tectonic and structural studies with emphasis on the Northern Appalachians.

Boston College is a participating institution for available government fellowships and grants. The Department also offers a number of Teaching and Research Assistantships to qualified students.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in Geology or Geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in mathematics or one or more of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required. Applications may be made at any time. However, to be assured of consideration for September admission, they must be received by May

1. Applications from those applying for *financial aid* and *assistantships* need to be completed by March 1.

Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program which is consistent with the student's background and professional objectives is developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geo-sciences. Master's candidates in either Geology or Geophysics must complete or have completed basic courses in calculus, physics, and chemistry. A minimum of 10 courses (numbered 300 or above), approved by the faculty advisory committee, must be completed in addition to a research thesis for graduation. Up to two of the required courses are allowed for the M.S. Thesis. Normally no more than one Reading and Research course (Ge 797, 798, 799) may be applied toward the minimum course requirement. All students are required to maintain a B average in all Departmental courses and those undergraduate courses (0-299) in the other sciences and mathematics. A comprehensive oral examination is given to each student near the end of the program. Three bound copies of the M.S. thesis are required.

Master of Science in Teaching Program

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in co-operation with the Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application may be submitted either to the Department of Education or the Department of Geology and Geophysics. However, prospective students must be accepted by both the Department of Education and the Department of Geology and Geophysics.

Requirements for the M.S.T. Degree

The 5 required courses in the earth sciences must be chosen from among the following: 2 courses from Introduction to Geology and Geophysics I and II or Structural Geology I, and 1 course from each of the following groups: A) Mineralogy, Regional Stratigraphy, or Paleontology, B) Meteorology, Oceanography, or Astronomy, C) Petrology I and II, Structural Geology I or II, Marine Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of

the program. This examination is in two parts; one part is oral in the Earth Sciences, the other part is given by the Department of Education.

Boston University Cooperative Program

The Department operates a cooperative program with the Department of Geology at nearby Boston University. This program permits degree candidates at Boston College to pursue courses which are unavailable at Boston College, but available at Boston University. A list of these courses is available in the Departmental office.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for education in the geosciences, and a center for research in the fields of geophysics, energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a forty-station regional seismic network which records data on earthquakes in the northeast as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa.

Course Offerings

An asterisk after a course indicates that the course carries a laboratory fee.

Ge 200 Mineralogy* (S: 4)

Prerequisite: Ge 132, 134, first year of Chemistry, may be taken concurrently. Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and two hours of laboratory per week.

Rudolph Hon

Ge 240 Seminar in Regional Geology (S: 2 or 4 credits)

Prerequisite: Consent of the instructor. A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 20 students will be selected from the class to participate in a two-four week field trip to the

study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.

The Department

Ge 264 Stratigraphy and Sedimentation* (S: 4)

Prerequisite: Ge 132 and 134 or equivalent. The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.

George D. Brown, Jr.

Ge 270 Petrology I (F: 4)

Prerequisites: First year of Chemistry, Ge 132, 134, 200 or equivalent.

This course has two parts: the principles and theory of polarizing microscopy and basic igneous petrology. The first part of the course focuses on the basic physics of the interaction of light with the crystalline matter and how it can be applied to mineral identification using the polarizing microscope. The second part of the course covers the basic principles of igneous petrology, equilibrium and non-equilibrium crystallization and the use of phase diagrams in binary, ternary, and quaternary systems.

Three hours of lecture per week. Laboratory Ge 271 is required.

J. Christopher Hepburn
Rudolph Hon

Ge 271 Petrology I, Laboratory* (F: 0)

The laboratory exercises are directly synchronized with Ge 270. The student will practice the use of the polarizing microscope and will learn how to use it as a tool for identification of rock-forming minerals, using the immersion technique as well as the thin sections. The petrology and classification of the igneous rocks is learned using both hand samples and thin sections. Laboratory unknowns and problems assigned. Four hours per week.

J. Christopher Hepburn
Rudolph Hon

Ge 272 Petrology II (S: 4)

Prerequisite: Ge 270 or equivalent

A continuation of Ge 270. This course is devoted to an understanding of the petrology of sedimentary and metamorphic rocks. During the first half of the course the dynamic and geochemical factors involved in the formation of sedimentary rocks will be explored. The second part of the course is devoted to the study of metamorphism including the variables and controls involved in the formation of metamorphic rocks. Phase diagrams will be used extensively and applications of the phase rule studied. Laboratory Ge 273 is required.

J. Christopher Hepburn
David C. Roy

Ge 273 Petrology II, Laboratory* (S: 0)

Laboratory for Ge 272. The petrology of sedimentary and metamorphic rocks will be examined both in hand sample and in thin section utilizing the polarizing microscope. Four hours of laboratory per week with problem sets and unknowns assigned.

J. Christopher Hepburn
David C. Roy

Ge 285 Structural Geology I* Field Aspects (F: 4)

Prerequisites: Ge 132 and 134 or equivalent
This course is oriented toward solving problems of geological structures by field exercises and problem sets, emphasizing descriptive and geometrical aspects. Two hours of lecture, 1 1/2 hour problem solving/laboratory session per week and six all-day Saturday sessions in the field.

James W. Skehan, S.J.

Ge 302 Geochemistry

Prerequisites: College Chemistry, Ge 200, or equivalent.

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.

Offered alternate years; will be offered 1987-88.

Rudolph Hon

Ge 330 Principles of Paleontology*

Prerequisite: Ge 132, 134 or equivalent, or permission of the instructor.

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment. Offered alternate years; will be offered 1987-88.

George D. Brown, Jr.

Ge 345 Human Evolution and Paleontology (S: 3)

Prerequisite: Ge 190 or instructor approval
A seminar on human evolution beyond the introductory level. Five topics will be covered: the Genus Homo and direct ancestors; life; Darwinian evolution; and three to be selected in consultation with the class. Limited to 25 students.

Term paper and field trips. This course may be used to fulfill science core requirements.

George D. Brown, Jr.

Ge 350 Regional Geology of North America (F: 3)

Prerequisites: Ge 132-134, 285 or equivalent
A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Readings, oral and written reports.

George D. Brown, Jr.

Ge 385 Structural Geology II, Analytical Aspects (F:4)

Prerequisites: Ge 132 and 134 or equivalent, one year of college calculus, Ph 211 or equivalent.

A history of the development of structural geology will be presented during the first several lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics. To achieve this objective, an analysis will be made of stress, and of the elastic, brittle, ductile, and creep behavior of rocks. The problem of rock folding will be treated in terms of folding processes and retrodeformation methods,

utilizing the concepts of balanced cross-sections. One two-hour problem session laboratory per week.

E.G. Bombolakis

Ge 391 Introduction to Geophysics (S: 3)

Prerequisites: Ge 132, 134; Mt 200-201; Ph 211-212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devane, S.J.

Ge 450-452 Exploration Geophysics I and II (F: 4-S: 4)

Prerequisites: Ge 132, Mt 200-201, Ph 211-212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours of lecture and one problem/discussion session per week.

The Department

Ge 460 Modern and Ancient Sedimentary Environments (S: 3)

Prerequisites: Ge 132, 134, 200, 264 or equivalents.

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

Benno M. Brenninkmeyer

George D. Brown, Jr.

Ge 495 Hydrology (S: 3)

Prerequisites: Ge 134, 200, 285, Chemistry 110, MT 105; or equivalents.

An introduction to hydrological processes on the Earth's surface. Groundwater hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in groundwater hydrology and the environment will be stressed. Three hours of lecture per week.

The Department

Ge 500 Potential Field Theory

Prerequisites: Mt 300-301; Ph 211-212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions will be considered.

Offered alternate years; will be offered 1987-88.

John F. Devane, S.J.

Ge 505 Micropaleontology*

Prerequisite: Ge 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Three hours of lecture and one laboratory per week.

Offered alternate years; will be offered 1987-88.

George D. Brown, Jr.

Ge 520 Sedimentary Petrology* (F: 3)

Prerequisites: Ge 132, 134, 264, 272

The petrography and origin of the major sedimentary rock types will be emphasized. The use of mineral and chemical composition together with textural and sedimentary analyses to understand the production of sediments, sedimentary provenance and depositional environments will be explored in both the lectures and laboratories.

David C. Roy

Ge 525 Theory of Mineral Equilibria (F: 3)

Prerequisites: Integral and differential Calculus, Inorganic Chemistry; some knowledge of Thermodynamics is desirable.

The course consists of 2 interrelated parts. The first part will examine basic principles of thermodynamics; (1st, 2nd, and 3rd law of thermodynamics) and the theory of solution and equilibria in the chemical system using geological examples. During the second part the same principles will be used in understanding metamorphic reactions and silicate melt-crystal equilibria with special emphasis on geothermometry and geobarometry.

Rudolph Hon

Ge 526 Igneous Petrology (S: 3)

Prerequisites: Ge 272, 525 or equivalent

The origin and evolution of igneous rocks in the light of experimental and petrographic evidence. Introduction to the principles of phase equilibria.

Rudolph Hon

Ge 528 Metamorphic Geology

Prerequisites: Ge 270, Ge 272, suggested Ge 525

This course focuses upon the nature and origin of rocks formed by metamorphism from pre-existing rocks, largely by burial in orogenically active areas. Topics will include the interpretation of mineral assemblages, their phase relations, and pressure-temperature regimes of metamorphism, the use of geothermometers and geobarometers, and the importance of fluids during metamorphism. Readings will be from a recent text and current journal articles. A two to three day field trip is planned.

Offered alternate years; will be offered 1987-88

J. Christopher Hepburn

Ge 530 Marine Geology (F: 3)

Prerequisites: Ge 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Benno M. Brenninkmeyer

Ge 539 Coastal Geology

Prerequisites: Ge 132, 134, Mt 200-201, Ph 211-212 and Ge 450-452 or equivalent

Processes of deposition and erosion of the world's coastline. Topics to be considered are classification of shorelines; sea level changes; beach, paludal, deltaic, evaporite and carbonate environments. Special attention is given to shallow water hydrodynamics.

Offered alternate years; will be offered 1987-88.

Benno M. Brenninkmeyer

Ge 542 Engineering Geology

Prerequisites: Ph 211 and Structural Geology I or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments, utilizing principles of geotechnical engineering. The problems will include basic processes such as those in hydrology that affect the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

Offered alternate years; will be offered 1987-88.

E. G. Bombolakis

Ge 547 Advanced Structural Geology

Prerequisite: Consent of instructor

The course begins with an introduction to deformation of the lithosphere and analyses of isostatic displacements, culminating in a comparison of the North American Cordillera with the Appalachians. This contrast of epeirogenesis and orogenesis involves the principles of deformation of materials and the analyses of stress and strain, in order to analyze stress-strain and stress-strain-time behavior of the lithosphere. Initially, the subsidence of continental margins, subsidence due to extension, and subsidence due to sedimentation in basins are treated in introductory quantitative terms. Then deformation mechanisms such as elasticity, thermal expansion, plastic deformation, pressure solution, and compaction are incorporated into the analysis of faults, faulting processes, folds, and folding processes, including quantitative analyses of the development of several types of intrusive structures. Three hours of lecture per week. Offered alternate years; will be offered 1987-88.

E. G. Bombolakis

Ge 550 Geostatistics

Prerequisites: Ge 115, 125 or equivalents: Computer Programming recommended.

Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations. Offered alternate years; will be offered 1987-88.

Benno M. Brenninkmeyer

Ge 572 Geophysical Data Processing (F: 3)

Prerequisite: Ge 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

John F. Devane, S.J.

Ge 610 Physical Sedimentation*

Prerequisites: Ge 132, 134, 264, 272; Mt 100-101; Ph 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three

hours of lecture per week. Laboratory Ge 611 required.

Offered alternate years; will be offered 1987-88.

David C. Roy

Ge 611 Physical Sedimentation Laboratory (S: 0)

Experiments that illustrate sediment transport mechanisms and the development of sedimentary features in sandstone beds are performed using a recirculating flume.

David C. Roy

Ge 640 Geomechanics (S: 3)

Prerequisite: Consent of instructor.

The principles of rock deformation will be emphasized, with applications to plate tectonics, structural geology, and case history problems encountered in the field of engineering geology of rock masses.

E.G. Bombolakis

Ge 660 Introduction to Seismology (F: 3)

Prerequisites: Ge 134 or equivalent, Mt 305.

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

The Department

Ge 661 Theoretical Seismology (S: 3)

Prerequisites: Ph 480, Ge 660 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

The Department

Ge 662 Geomagnetism (F: 3)

Prerequisites: Ge 391, Ge 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

John F. Devane, S.J.

Ge 672 Physics of the Earth

Prerequisite: Permission of instructor

An advanced seminar course covering topics related to the physics behind plate tectonics. Topics include crustal deformation properties, the gravitational seismic and thermal structures of the earth, mantle convection and the driving forces of plate tectonics.

The Department

Ge 690 Tectonics of the Appalachian Orogen and Related Terrains

Review and analysis of the literature on the Geology of the Appalachian-Caledonide Orogen of eastern North America and Europe with special emphasis on those stratigraphic, structural and petrological parameters important for the evaluation of and development of tectonic models.

James W. Skehan, S.J.

Ge 794-796 Seminar in Geology (F: 3-S: 3)

This seminar will focus on the relationships between tectonics and sedimentation in the northern Appalachians. Of particular interest will be the definition of individual basins/subbasins of Siluro-Devonian age and the information they provide concerning the timing, extent, and intensities of Taconian and

Acadian deformation. The seminar is primarily for graduate students but is open to seniors with suitable backgrounds. Students are expected to participate by leading seminar sessions and by writing a project paper.

The Department

Ge 795 Seminar in Geophysics (F: 3-S: 3)

The analysis and discussion of problems of current interest in geophysics.

The Department

Ge 798 Reading and Research in Geophysics (F: 3-S: 3)

A study of some problem or area of knowledge in geophysics.

The Department

Ge 799 Reading and Research in Geology (F: 3-S: 3)

A study of some problem or area of knowledge in geology.

The Department

Ge 801 Thesis Seminar (F: 3-S: 3)

A thesis research course under the guidance of a faculty member.

The Department

Ge 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

Germanic Studies

Course Offerings

Although the Germanic Studies Department does not offer a graduate degree, the following course is available to graduate students from various departments.

Gm 199 Germanic Studies (F: 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

Gert Bruhn

History

Faculty

Professor Andrew Buni, A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Professor John L. Heineman, A.B., University of Notre Dame; Ph.D., Cornell University

Professor Janet W. James, A.B., Smith College; A.M., Bryn Mawr College; Ph.D., Harvard University

Professor Raymond T. McNally, A.B., Fordham University; Ph.D., Free University of Berlin

Professor Thomas H. O'Connor, A.B., A.M., Boston College; Ph.D., Boston University

Professor Silas H. L. Wu, A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Associate Professor Benjamin Braude, A.B., A.M., Ph.D., Harvard University

Associate Professor Paul Breines, Director of Graduate Studies A.B., A.M., Ph.D., University of Wisconsin

Associate Professor Joseph T. Criscenti, A.B., University of Detroit; A.M., Ph.D., Harvard University

Associate Professor Radu R. Florescu, A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Associate Professor Ellen G. Friedman, B.A., New York University; Ph.D., C.U.N.Y. Grad School

Associate Professor Mark I. Gelfand, A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Associate Professor R. Alan Lawson, A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Associate Professor Roberta Manning, A.B., Rice College; A.M., Ph.D., Columbia University

Associate Professor Rev. Francis J. Murphy, A.B., Holy Cross; A.M., Ph.D., Catholic University

Associate Professor David A. Northrup, B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Associate Professor Kevin O'Neill, A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Associate Professor Thomas W. Perry, A.B., A.M., Ph.D., Harvard University

Associate Professor Carol M. Petillo, A.B., Montclair State College; A.M., Ph.D., Rutgers University

Associate Professor Alan Reinerman, B.S., A.M., Xavier University; Ph.D., Loyola University

Associate Professor Alan Rogers, A.B., M.A., Ph.D., University of California, Santa Barbara

Associate Professor John H. Rosser, A.B., University of Maryland; A.M., Ph.D., Rutgers University

Associate Professor Judith E. Smith, B.A., Radcliffe College; M.A., Ph.D. Brown University

Associate Professor Paul G. Spagnoli, Chair-man of the Department A.B., Holy Cross; A.M., Ph.D., Harvard University

Associate Professor L. Scott Van Doren, A.B., Oberlin College; A.M., Ph.D., Harvard University

Associate Professor Peter H. Weiler, A.B., Stanford University; A.M., Ph.D., Harvard University

Assistant Professor Maceo Dailey, Jr., M.S., Morgan State University; Ph.D., Howard University

Assistant Professor Joseph A. Glavin, S.J., A.B., A.M., Boston College; S.T.B., Weston College

Assistant Professor Thomas J. Grey, S.J., A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

Assistant Professor Virginia Reinburg, A.B., Georgetown University; M.A., Ph.D. (cand.), Princeton University

Instructor Reuven S. Avi-Yonah, B.A., Hebrew University; M.A., Ph.D. (cand.), Harvard University

Program Description

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European History, and American History. The Department offers supplementary work in Latin American History, African History, Middle Eastern History, Far Eastern History, and Ancient History.

Programs have been established in American Studies and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The Department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service in professional and academic communities. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.

Master of Arts Programs

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

In addition to the standard M.A. in History the Department also offers interdisciplinary M.A. programs in American Studies and in Medieval Studies. An interdisciplinary M.A. in Slavic Studies is administered by the Department of Slavic and Eastern Languages. A Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Department of Education.

The Master of Arts in History

This program offers an M.A. with or without a thesis. Abler students, particularly those whose ultimate objective is the Ph.D. degree, are encouraged to write a thesis. The thesis counts as six credits toward the M.A. requirements. Interested students must petition the Graduate Committee of the Department for admission to the M.A. program with the thesis. Once permission has been granted, formal work on the thesis begins only after the comprehensive examinations are passed.

All candidates for the M.A. in History are encouraged to pursue an individual course of study, developed in conjunction with a faculty advisor, selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration. Considering

these criteria, students must select and complete 18 hours in a major area and 12 hours in a minor area. Available as major or minor areas are American History, Medieval History, Early Modern European History, Modern European History, (encompassing English, Irish, Continental Europe, East European History and Russian History). Other minor areas available are Latin American, African, Middle Eastern, Far Eastern, and Ancient History.

Students whose prior academic preparation is sufficiently developed in some respect as to warrant that an exception be made to the above requirements may, with the consent of their advisor, ask the Graduate Committee of the Department for permission to substitute a different proportion or variety of courses and areas than those normally required. The opportunity for study in a major or minor area is open to the extent that the Department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the Department a candidate whose advisor so recommends, may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area. They must also write a substantial paper in a graduate course in their minor area. Furthermore, they must pass a foreign language reading examination, either in French, German, or Russian. Another foreign language, when it is directly relevant to the research of the student, may be substituted with permission of the Graduate Committee of the department. The final phase of the M.A. is the oral comprehensive examination, administered by the student's advisor and two additional faculty members, one from the major area and one from the minor.

The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he or she learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of

the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidates will take an oral comprehensive examination which will be tailored to reflect their capacity to synthesize diverse areas of knowledge and will focus on the major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

Medieval Studies

The Department of History offers opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed at courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the Department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

Exceptional students may be admitted to the Ph.D. program in History without the M.A. or other graduate study. The Graduate Committee of the History Department may also admit students to the Ph.D. program after they have completed the M.A. at Boston College or any other fully accredited university. In either case, acceptance into the program is based on the Committee's judgment of the student's capacity to deal with substantive areas of historical knowledge, as well as the ability to write an original and scholarly dissertation.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses. The Department is essentially concerned with a student's broad preparation as a historian. Therefore, the subsequent requirements may be modified by the student's advisory board as individual circumstances warrant.

The following are the minimal requirements for the Ph.D. for those students who enter the program

with an M.A. Students entering with only an undergraduate degree should consult the Director of Graduate Studies concerning the requirements for the Ph.D.

- Residency Requirement:** The student must pursue two semesters of full-time study during the first year of the doctoral program. Summer work will not fulfill the residency requirement.
- Advisory Board:** During the first semester of residency, the doctoral student shall propose to the Graduate Committee an advisory board of three faculty members, which will assist the student in developing a program of study based upon the general principles and requirements of the department. This board will help the student prepare for the oral comprehensive examination and will serve as part of the student's oral examining board.
- Plan of Study:** By the conclusion of the first semester, and after full consultation with the advisory board, the student shall file with the Graduate Committee a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration. One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. With the approval of the advisory board, the student may offer a discipline related to history as one of the two minor areas. When considered necessary to the student's program, the advisory board may require advanced-level work in a related discipline either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised by the student and the advisory board whenever necessary. Any change, however, must be filed with the Graduate Committee.

To assure broad preparation as a historian, the student must complete at least one seminar in the major area, and one additional colloquium or seminar in the minor field before taking the comprehensive examination. In addition, some advanced-level work is required in three areas—American History, Modern European History (post-1789), and Pre-Modern European History (Early Modern or Medieval). This is not meant to imply that the student must offer all of these areas on the comprehensive examination, but is rather meant to guarantee a minimum exposure to the wide range of history. The student's advisory board may consider undergraduate major work or M.A. level work as complete or partial fulfillment of this requirement.

- Areas and Fields:** The areas and fields a student may choose to study are the following:

AREA	FIELDS
American History	American History to 1789
	American History, 1789-1877
	American History, 1865 to present
	American Intellectual History
	American Social History

Modern European History

Early Modern European History

Medieval History

Other Areas (Minor only)

American Urban History
 American Racial and Ethnic History
 American Diplomatic History
 Modern Europe, 1789-1914
 History
 Modern Europe, 1870-1945
 Contemporary Europe
 Modern European Intellectual History
 Modern European Social and Economic History
 Modern European Diplomatic History
 British History since 1815
 German History since 1789
 French History since 1789
 Irish History since 1789
 Italian History since 1789
 Eastern Europe since 1789
 Russian History
 Renaissance Europe
 Reformation and Counter-Reformation Europe
 Europe in the 17th and 18th Centuries
 Early Modern Social and Economic History
 England in the 18th Century
 Early Modern French History
 Early Modern Spanish History
 Medieval England to 1485
 Medieval France
 Medieval Intellectual History
 Byzantine History
 History of China
 Latin American History
 African History
 Middle Eastern History
 Ancient History

Substitution of other areas of study must be approved by the Graduate Committee. Approval will be based upon the availability of appropriate faculty at Boston College, or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

- Language Requirements:** Before taking the comprehensive examination, the student must demonstrate a reading knowledge of at least two foreign languages, normally French, German, or Russian. Substitution of another foreign language may be permitted upon recommendation of the student's advisory board and with the approval of the Graduate Committee. In making its decision, the advisory board will consider the relevance of the proposed language to the student's program of study.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination.

In some cases, but only where its greater utility to the student's major area of study can be demonstrated to the advisory board, another professional skill (e.g. statistics and computer analysis may be substituted for the second foreign language. Any such substitution must be approved by the Graduate Committee.

6. *The Comprehensive Examination.* The student's oral comprehensive examination will normally be conducted by an examining board composed of the student's advisory board and one other faculty member. In any event, the examining board will be composed of four faculty members, two from the student's major area, and one each from the two minor areas.

The comprehensive examination is not restricted to the content of graduate courses, but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant factual information in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems of the specific fields under consideration and of history in general.

7. *The Dissertation:* Once the student has successfully passed the oral comprehensive examination, he or she is advanced to the status of Ph.D. Candidate. At this point formal work may begin on a dissertation subject officially approved by the student advisory board and filed with the Graduate Committee. One member of the advisory board will act as dissertation director and will be responsible for supervision of the student's research and preparation of the dissertation.

When the completed dissertation is approved by the director, it will be read and approved by at least two additional members of the graduate faculty who may offer suggestions. The substitution of readers from outside the graduate faculty must be approved by the student's advisory board. Upon recommendation by the readers, the dissertation must be defended in an oral examination before a board consisting of the Chairperson of the History Department, readers of the dissertation (including the dissertation director), and members of the faculty. Once this examination is successfully completed, the Chairperson will notify the Dean of the Graduate School that the Candidate has completed all the requirements for the Ph.D. degree in History.

8. *Time Limit:* All requirements for the Ph.D. degree in History should be completed within five consecutive years from the commencement of doctoral studies. Extensions of this time limit may be made only with the approval of the Graduate Committee.

Application to the M.A. and Ph.D. Programs

Packets containing application materials can be gotten by writing or phoning the Director of Graduate Study, History Department. Please note that the M.A. degree in History (from any accredited institution) is a prerequisite for application to the Ph.D. program, except in exceptional cases as previously noted. The only difference in the application material for the two programs is that two (2) letters of recommendation are required for the M.A. application while three (3) are required for the Ph.D. application. Along with the forms in the

packet and the letters of recommendation, all applicants should submit the following material: 1) scores of the Graduate Record Exam (mathematical and verbal tests only; the history subject test is not required); 2) a succinct typed statement outlining your reasons for pursuing graduate study in history; and 3) a sample of your historical writing (a paper written for a recent course or one written expressly for the application).

Course Offerings

Advanced Electives

Hs 301 Modern China (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

Political, social and intellectual development from 1600 to the Peoples' Republic with special emphasis on the continuity and changes between China's imperial past and China today.

Silas Wu

Hs 305 Mao and the Chinese Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 092.

A study of the Chinese Communist Revolution starting from its founding to the present with special emphasis on the personification of Mao in Chinese Communism. The first half of the course will cover the pre-1949 years including Mao's early experiences in Hunan, the Long March, ideology and strategies during the War and the Civil War; the second half will cover the post-1949 period under the People's Republic. Attention will also be given to the desanctification of Mao after 1976 under the leadership of the pragmatists.

Silas Wu

Hs 311 (Bk 213) The African Slave Trade

Prerequisites: Any two semesters of Hs 001 through Hs 092. From antiquity to the late nineteenth century black Africans were sold as slaves to the far corners of the world. This course examines the origins, mechanics, and abolition of this nefarious trade. Slave trading within Africa and to Asia, Europe, and the Americas is examined with the trans-Atlantic slave trade receiving the greatest emphasis.

David Northrup

Hs 328 (Bk 328) Comparative Slavery (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

An examination of slave communities in Africa, Brazil, the Caribbean, and the American South. The nexus between slavery and race, the cultural and economic determinants of slave regimes, personality and family life of slave, slave resistance and revolts, the impetus for abolition, the freedman and land reform, are among the major topics to be discussed.

Maceo Daily

Hs 338 The Byzantine Empire (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

The "Byzantine Empire" is how many modern scholars refer to the medieval Roman Empire from about 660 to the fall of Constantinople to the Ottoman Turks in 1453. This semester is a continuation of Hs 337 and deals with a Roman Empire shorn of its western provinces and Greek in its language. The central theme

of the course is the growing separation of East and West due in part to the issue of papal primacy and to the invasions of Slavs and Muslims. This set the stage for the tragic confrontation during the Crusades when in 1204 Latin knights conquered Constantinople, an event which so weakened the Roman Empire and so poisoned East-West relations as to make the subsequent Turkish expansion relatively easy.

John Rosser

Hs 339 The Enlightenment (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

The cultural history of Europe in the 18th century, the Age of Reason. The course focuses on philosophy and imaginative literature, and central issues include the role of the philosopher, perspectives on religion, and the nature of social criticism and satire. The course further considers 18th-century political thought and its significance for understanding both the development of enlightened absolutism and also the coming of political revolution towards the end of the century.

Lawrence Wolff

Hs 343 Islamic Tradition and the Ottoman Empire, 1200-1924 (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millenium. Despite nomadic origins they established a remarkably stable political structure which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam, through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

Benjamin Braude

Hs 349 (Th 495) Popular Religion in Europe Since 1400/I (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

This course explores the social and religious history of Protestants, Catholics, and Jews in Europe, from the late Middle Ages to the 18th-century Enlightenment. We shall consider the ideas and activities of theologians and clerics like Martin Luther and Ignatius Loyola; but the course focuses primarily on the experience of lay men and women, peasant and aristocrat alike. Our principal goal is to understand the historical development of religious movements within their social and cultural context. Topics to be covered will include currents of spirituality and mysticism; prayer and liturgy; popular festivals and celebrations; witchcraft; heresy; religiously inspired revolts; the relation of science to religion; Christianity and native religions in the new world; and the relation of religion to political thought and social organization. Although the course will concentrate on Protestants and Catholics, time will be devoted to the life of European Jewish communities. We shall also be sensitive to the experiences of women within the Christian and Jewish traditions, and to both explicit and implicit thinking about gender that informs all religious developments of the period. Readings will be selected from primary and secondary sources. Slides, films, and other

visual contact with the past will be emphasized.

Virginia Reinburg

Hs 350 (Th 496) Popular Religion in Europe Since 1400/II (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

This course continues the exploration of the religious lives of Protestants, Catholics, and Jews in Europe, from the French Revolution through the 20th-century world wars. Although we shall consider theological writings, we shall focus rather on the experiences of ordinary lay men and women — rich and poor, peasants, workers, and intellectuals. Topics to be covered include the religious beliefs and practices of urban and rural communities; revivalist movements; religious responses to work, industrialization, and war; charity institutions; religiously inspired political movements; anti-Semitism; the relation of religion to scientific, political, and social thought; and the secularization of 20th-century European society and culture. Readings will be selected from primary and secondary sources, as well as contemporary novels. Slides, films, and other visual contact with the past will be emphasized.

Virginia Reinburg

Hs 357 Medieval France (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

This course will include introductory attention to the debt of medieval France to its prehistoric inheritance, especially to Celtic society and culture, fuller attention to the history of Roman Gaul, and major focus upon Frankish times from the beginning of the Merovingian age through the Carolingian political and cultural Renaissance.

William Daly

Hs 380 (Fa 396) (RI 314) Italy — Art, Literature, History (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

An interdisciplinary course to be taught in conjunction with the Fine Arts and Romance Languages Departments. It will consist of ten two-hour lectures in English at Boston College to be followed by a three-week field trip in Italy. The history and culture and Italy will be studied along general lines with emphasis on the period from ancient Rome to the late Renaissance. Lectures will focus on economic, social and political development together with artistic and literary trends and figures. Some attention will also be given to selected aspects of modern Italy.

L. Scott Van Doren

Hs 414 (En 483) The Late Victorian World 1880-1914 (F: 3)

Prerequisites: For History, any two semesters of Hs 001 through Hs 092.

Putting novels together with historical accounts and documents, this course will investigate the shifts in social, political, economic, and aesthetic life that marked the transition from Victorian to pre-World War I England. Readings will be grouped around such topics as poverty and the rise of labor, the decline of agricultural life, the growth of imperialist sentiment, the feminist movement, and the reaction against Victorian standards in art and social life.

Rosemarie Bodenheimer

Peter Weiler

Hs 421-422 Modern England (F: 3-S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

After a look at the medieval background, the course will deal with the period from 1485 to the present. Emphasis on political and constitutional history, but with attention to social and intellectual developments as well. Note: the first term will end at about 1725; students may continue with either Hs 422 or (a year later) Hs 428, or, in exceptional cases and with my approval, Hs 218.

Thomas W. Perry

Hs 439 (En 511) Images of Independence (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

This course will examine the social and political changes of the past revolutionary period in Ireland and their effects upon the intellectual and cultural life of the nation through an examination of the literary heirs of the revolution. Team taught with English.

Kevin O'Neill

Adele Dalsimer

Hs 441-442 Rise of Modern Germany 1815-1945 (F: 3-S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

A two-semester survey of the political, cultural, economic, and intellectual factors which formed modern Germany. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship.

John L. Heineman

Hs 451-452 History of the Balkans since 1453 (F: 3-S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest.

Radu Florescu

Hs 453 Russian History Up to the Revolution (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

Raymond T. McNally

Hs 454 The Soviet Union from the Revolution to the Present (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

A survey of Soviet history from the Revolution to the present day which will seek to integrate social, political and cultural developments. Special attention will be paid to the changing social basis of the revolutionary movement, factionalism and political conflicts within the Communist Party, the Third "Stalin" Revolution, the problems of industrialization and urbanization, the Great Purges, the

Soviet Union's changing role in world affairs, the impact of foreign policy on domestic developments, the role of the media and prospects for the future.

To convey the rapidly changing character of Soviet society, the lectures will be illustrated with slides and a program of Soviet feature films related to the topics under study will be shown on class time.

Roberta Manning

Hs 468 Russian Intellectual History (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

Students interested in a general course in modern Russian history should consider Hs 453-454.

An analysis of the major ideas of the Russian intelligentsia from the late 18th Century to the middle of the 20th Century, or in other words from Radishchev to Solzhenitsyn. An attempt will be made to inter-relate these ideas with concrete social issues of the times.

Raymond T. McNally

Hs 469-479 Intellectual History of Modern Europe (F: 3-S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

This two-semester course examines the philosophical, intellectual, social and cultural ideas of nineteenth and twentieth century Europe. The first semester will trace the social and institutional impact of those ideas through the end of the nineteenth century. The second semester will emphasize the philosophical and social ideas of a Europe plagued by war and despair. In both semesters the readings and discussions will cover a large number of works, including representative novels, plays and scholarly monographs.

Paul Breines

Hs 485 Computers and the Historian (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

An introduction to computers and quantitative methods for history students with no previous knowledge of computers. Explains the use of the University computer systems and covers elementary statistics, the SPSS-X statistical package for the analysis of historical data, and computerized word-processing. Assigned readings include articles which illustrate ways in which historians use quantitative techniques and the computer to describe and analyze the past.

Paul Spagnoli

Hs 503 The Civil War (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theaters of operation, and the main events of the Reconstruction period that followed the war.

Thomas H. O'Connor

Hs 507 Age of Jackson (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the

1830's and 40's. Special consideration will be given to historical developments in New England and the Northeast.

Thomas H. O'Connor

Hs 522 Topics in Latin-American History (S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

This course studies the broad panorama of Latin America, a non-Western region of the world, in terms of selected topics. Four or more of the following topics will be studied: the impact of geography; the Roman Catholic Church and Protestant missionary activities; the inferiority complex of the Latin Americans; peronismo; the bureaucracy and its politics; caudillismo; the military and its changing roles; economic development since 1700; republicanism, dictatorships, and student politics; nationalism; labor unions; urbanization; agrarian problems; the Indian from preconquest times to the present; intra-Latin American relations; the influence of Great Britain and France; the social structure; geopolitics of the religion.

Joseph Criscenti

Hs 541-542 American Social and Cultural History (F: 3-S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

These courses survey cultural values, social structure, and social change in the United States in the context of a changing economy. Interlocking themes are religion, the family, the nature of work, ethnic diversity and racism, the juxtaposition of poverty and abundance, and strivings to perfect society through social reform. Each semester may be taken independently. Hs 541 after a brief survey of traditional colonial society follows the rise of evangelical Protestantism and its shaping of the dominant culture; the separation of family and workplace and its effect on concepts of male and female roles; the fortunes of insiders and outsiders, haves and have-nots, in a boom and bust market economy; and the myriad movements, religious and secular, for perfecting the social order that characterized antebellum America. Hs 542 examines American society as it responded to industrial growth (1870-1920) and adjusted to a post-industrial economy (1920-present). The rise of a consumer culture; the secularization of Protestantism and the development of its social gospel, fundamentalist, and therapeutic variants; the immigrant Catholic church: its heyday and modernization; the interconnections between class, gender, race, and work; redefinitions of the family; the ethos of Progressive reform and the 1920s and 1960s revolutions in morals and manners.

Janet James

Hs 545 American Ideas and Institutions (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

Alan Lawson

Hs 565 Urbanization of America to 1880 (F: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

The course will address these questions: How has the urban environment been formed? Which historical factors have encouraged the growth of cities? How did living in the city affect the goals, values, and personalities of city dwellers? How did succeeding groups of urban residents change the shape of the city? Topics of lecture and discussion will include: the earliest American cities, the role cities played in the American Revolution, the process by which cities began to take on the responsibilities for the health, education, and welfare of the community, the challenge to social order provoked by the massive influx of rural migrants and Irish immigrants leaving depressed conditions in the countryside to look for work, the role of black urban institutions in the development of Afro-American culture, the emergence of immigrant bosses as a political force, the beginning of the withdrawal of the middle classes to the suburbs, developed along streetcar lines in the 1870s and the 1880s.

Judith Smith

Hs 571-572 American Foreign Relations 1945-Present (F: 3-S: 3)

Prerequisites: Any two semesters of Hs 001 through Hs 092.

U.S. foreign policy has been the result of domestic influences as well as a response to international realities. In both semesters, this course will focus on the ways home-grown interests helped to shape the U.S. participation in world affairs. (Fall: 1890-1945; Spring: 1945-present). Topics will include studies of leadership, power, and tradition, as well as the wars, treaties, and economic influences more commonly examined in courses of this nature.

Carol Petillo

Hs 801 Thesis Seminar (F: 3-S: 3)

A research course under the guidance of a faculty member.

Hs 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Hs 888 Master's Interim Study (F: 0-S: 0)

Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. Information concerning which topics will be discussed in the colloquium each semester is available from the professor. All graduate students are urged to take at least one colloquium each semester.

Hs 829 Coll: Revolts & Revolutions (F: 3)

Scott Van Doren

Hs 848 Coll: Topics in European Intellectual History (S: 3)

Paul Breines

Hs 853 Coll: The Age of Jackson (F: 3)

Thomas O'Connor

Hs 855 Coll: US to 1860 (F: 3)

Alan Rogers

Hs 872 Coll: US since 1860 (S: 3)

Mark Gelfand

Hs 896 Coll: Early Modern European History (S: 3)

Virginia Reinburg

Hs 897 Coll: Modern European History (F: 3)

John Heineman

Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

Hs 901 Sem: 16th Century Travellers/India (F: 3)

John Correia-Afonso

Hs 906 Sem: Soviet Politics and Society/ Stalin Era (F: 3)

Roberta Manning

Hs 944 Sem: Irish History (S: 3)

Kevin O'Neill

Hs 961 Sem: Public Culture (F: 3)

Alan Lawson

Hs 968 Sem: Age of Jackson (S: 3)

Thomas O'Connor

Hs 990 Core Sem: American Studies (S: 3)

Judith Smith

Hs 998 Doctoral Comprehensive (F: 0-S: 0)

Hs 999 Doctoral Continuation (F: 0-S: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Mathematics

Faculty

Professor Gerald G. Bilodeau, A.B., University of Maine; A.M., Ph.D., Harvard University

Professor Richard L. Faber, B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Professor John H. Smith, A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Professor Joseph A. Sullivan, A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

Professor Paul R. Thie, B.S., Canisius College; Ph.D., University of Notre Dame

Associate Professor Robert J. Bond, Chairman of the Department A.B., Boston College; Ph.D., Brown University

Associate Professor Rose Ring Carroll, A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

Associate Professor Richard A. Jenson, A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

Associate Professor William J. Keane, A.B., Boston College; M.S., Ph.D., University of Notre Dame

Associate Professor Margaret J. Kenney, B.S., M.A. Boston College; Ph.D., Boston University

Associate Professor Gerard E. Keough, A.B., Boston College; Ph.D., Indiana University

Associate Professor Charles Landraitis, A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Associate Professor Harvey R. Margolis, M.S., Ph.D., University of Chicago

Associate Professor Nancy E. Rallis, A.B., Vassar College; M.A., Ph.D., Indiana University

Associate Professor Ned I. Rosen, B.S., Tufts University; M.A., Ph.D., University of Michigan

Associate Professor John P. Shanahan, B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Assistant Professor Daniel W. Chambers, A.M., Ph.D., University of Maryland

Assistant Professor Joseph F. Krebs, A.B., A.M., Boston College

Assistant Professor Robert J. LeBlanc, A.B., A.M., Boston College

Program Description

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses, described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program, or before seeking employment in government, industry or education.

In particular, in pure mathematics, courses in topology, analysis and algebra are offered. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics the Department offers courses in probability and statistics, numerical analysis and mathematical programming (operations research). For students interested in computer science, the Department offers courses in programming, data structures, machine language, algorithms, and alternate year electives in topics such as computer graphics, automata and formal languages, and logic. For students interested in a teaching career at the secondary level, there are available courses in geometry, number theory, computer programming (Pascal) and probability.

The course requirements for the degree are 30 credit hours of courses in the Department and participation in a non-credit seminar (Mt 902-903). Under special circumstances, and

with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 24 credit hours of courses and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) Mt 804-805 (Analysis), Mt 816-817 (Modern Algebra) and either Mt 814-815 (Complex Variables), Mt 840-841 (Topology) or Mt 860-861 (Logic and Foundations). All students must pass a written comprehensive examination in analysis and algebra (based on Mt 804-805 and 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: Mt 414, 426-427, 430, 435-436, 445, 451, 452, and any 500 level course except Mt 550. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside of the Department.

Each graduate student should consult with the Graduate Committee Chairperson to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of three plans. Plans A and B are usually for students without prior teaching experience and require 36 credits; 21 from the Department of Education and 15 from Mathematics; while plan C is for experienced teachers and requires 15 credits from each of these departments. More details about these plans can be found under the secondary education section of the Department of Education.

In all of these plans, Mt 804-805 (Analysis), or the equivalent, is a requirement. M.S.T. candidates must pass an oral comprehensive examination and submit a brief expository paper in mathematics.

A number of undergraduate courses are particularly well suited for this program. These include Mt 451 (Geometry), Mt 430 (Number Theory), Mt 426-427 (Probability and Statistics), as well as a course in Computer Science (Mt 550). Students should consult with the Chairperson for further information.

Course Offerings

Mt 100-101 Calculus I, II (F, S: 3-F, S: 3)
Prerequisite: Trigonometry

This course is primarily for biology majors and premedical students, but is open to all other qualified students. It is a course in the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

Mt 104-105 Calculus IA, IIA (F: 4-S: 4)
Prerequisite: Trigonometry

This course sequence is a first course in Calculus for Chemistry, Geophysics, and Physics majors. Topics covered include differentiation and integration of functions of one

variable, applications, transcendental functions, L'Hospital's rule, polar coordinates, vectors in 2 and 3 dimensions, and parametric equations.

Mt 110 Calculus/Accelerated (F: 3)

This course is an accelerated version of Calculus I and II, Mt 100-101, and is designed for students who have had the equivalent of a one year course in calculus in secondary school. Topics include those listed for Calculus I and II and will be treated in one semester.

Mt 200-201 Intermediate Calculus I, II (F, S: 3 - S: 3)

Prerequisite: Mt 100-101 or Mt 110

This course sequence is a continuation of Mt 100-101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

Mt 204 Calculus IIIA (F: 4)

Prerequisite: Mt 104-105, or Mt 110 and Mt 200

This course is a continuation of Mt 104-105. Topics include differential calculus of functions of several variables, multiple integrals, infinite series, and an introduction to differential equations.

Mt 216-217 Abstract and Linear Algebra I, II (F: 3-S: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

Mt 305 Advanced Calculus (Science Majors) (S: 4)

Prerequisite: Mt 201 or Mt 204

Topics include: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

Mt 414 Numerical Analysis (S: 3)

Prerequisite: Mt 201 or Mt 203, and a programming course, such as Mt 063, Mt 550 or Mc 140
Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

Mt 426 Probability (F: 3)

Prerequisite: Mt 203

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

Mt 427 Mathematical Statistics (S: 3)

Prerequisite: Mt 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

Mt 430 Introduction to Number Theory (S: 3)

Prerequisite: Mt 216-217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

Mt 435-436 Mathematical Programming I, II (F: 3 - S: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

Mt 445 Applied Combinatorics (S: 3)

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems but most of the problems in the course are from recreational mathematics.

Mt 451 Euclidean and Non-Euclidean Geometry (F: 3)

Prerequisite: Mt 201 or Mt 203, or the equivalent.

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

Mt 452 Differential Geometry and Relativity

Prerequisite: Mt 203 and Mt 216, or the equivalent.

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime

curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory. Not offered in academic year 1986-87. This course and Mt 451 are offered in alternate years.

Mt 550 Introduction to Structured Programming (F: 3)

Prerequisite: Mt 063 or permission of the instructor.

This course consists of an introduction to structured programming as implemented in the computer language Pascal. The entire Pascal language, with the exception of pointers and recursion, is covered in this course, and a number of general computer science topics, such as ASCII codes and sequential vs. random access, are discussed as well. Strong emphasis is placed on good programming, including such issues as documentation, top-down design, and efficient use of machine resources. Examples are drawn from mathematics, computer science, and data processing.

Mt 551 Advanced Computer Programming Techniques (S: 3)

Prerequisite: Mt 550 or permission of instructor

This course examines methods of structuring stored data, emphasizing efficiency of space, ease of retrieval, and suitability for common applications. Topics covered will include stacks and recursion, queues, various linked lists, trees, and graphs. Students will implement these structures on a high-level programming language.

Mt 566 Programming Languages

Prerequisite: Mt 550 and Mt 551

The course will focus on the essential concepts which are common to imperative programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Moreover a framework for understanding programming language is provided. Programming exercises will be done using Pascal. In addition, ADA and C will be introduced as concrete examples of programming languages to be evaluated.

Mt 568 Computer Graphics

Prerequisites: Mt 215 or Mt 217; and Mc 141 or Mt 551

Computer graphics involves input and output based on visual representation, screen position, and motion rather than text. This course presents a broad introduction to this exciting area of computer science, with emphasis on software and fundamental principles of interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms (e.g. clipping, transformations, scan conversion), graphical input, and geometric modeling. The focus of the course is two dimensional graphics; time permitting, three dimensional graphics will be introduced. Programming projects will be in Pascal. Familiarity with assembly language would be helpful. Offered in alternate years. Not offered in academic year 1986-87.

Mt 572 Internal Machine Structure (F: 3)

Prerequisite: Mt 550, 551 or permission of instructor

Truly efficient programs may only be written provided that there is a clear understanding of

how the computer itself is organized. Toward this end, the course will investigate data representation and program execution at the machine level, and develop subroutines and macros as programming structures. Other topics include assemblers, linking loaders and debuggers.

Mt 577 Microcomputer Systems

Prerequisite: Mt 572 or Mc 260, or permission of instructor

This course is designed to investigate the complete programming environment of a microcomputer. Topics to be covered will be chosen depending on available hardware, but will normally include study of the following: a particular microcomputer operating system; memory management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and comparative evaluation of other microcomputer systems. Offered in alternate years. Not offered in academic year 1986-87.

Mt 583 Algorithms: Design and Analysis (S: 3)

Prerequisite: Mt 461 or Mc 141; Mt 443 or Mt 445; and Mt 420 or Mt 426

To be effective, an algorithm must be both correct and make efficient use of system resources. This course will present various approaches to algorithm design, while at the same time developing techniques for evaluating the efficiency of an algorithm and verifying its correctness. Topics to be examined include sorting, searching, parsing, and recursion.

Mt 585 Automata and Formal Languages

Prerequisite: Mt 443

In the mid-fifties the mathematical concept of a formal language was born when fledgling computer scientists believed that it was possible to program a computer to translate one spoken language into another. Of course the task was an impossible one but the closer study of 'grammars', syntax, semantics etc. formalized various key ideas which today are the basis for the design of computer languages such as Ada, Pascal, Modula-2 and so forth. In this course, students with Mt 443 (Applied Algebra) in their backgrounds will be able to explore the hierarchical relationships among regular, context free, context sensitive, and type zero languages and the automata (idealized computing machines) capable of recognizing these formal languages.

Credit will not be given for both Mt 585 and Mt 385. This course is offered in alternate years. Not offered in academic year 1986-87.

Mt 801 Thesis Seminar (F, S: 3)

Problems of research and thesis guidance, supplemented by individual conferences.

Mt 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Mt 804-805 Analysis I, II (F: 3-S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then

introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

Mt 814-815 Theory of Functions of a Complex Variable I, II (F: 3-S: 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

Mt 816-817 Modern Algebra I, II (F: 3-S: 3)

Prerequisite: An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

Mt 840-841 Topology I, II (F: 3-S: 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

Mt 860 Mathematical Logic

The propositional calculus. First order theories. Godel's completeness theorem. First order arithmetic. Godel's incompleteness theorem. Not offered 1986-87.

Mt 861 Foundations of Mathematics

Prerequisite: An introductory course in mathematical logic or the consent of the instructor. Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory. Not offered 1986-87.

Mt 899 Reading and Research (F, S: 3)

Mt 902-903 Seminar (F: 0-S: 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 801.

Nursing

Faculty

Professor Laurel A. Eisenhauer, B.S., Boston College; M.S., University of Pennsylvania; Ph.D., Boston College

Professor Marjory Gordon, B.S., Hunter College, CCNY; M.S., Ph.D., Boston College

Professor Joellen W. Hawkins, B.S.N., Northwestern University; M.S., Ph.D., Boston College

Professor Miriam-Gayle Wardle, B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Associate Professor Sarah Cimino, B.S., California State College, L.A.; M.S., Boston College

Associate Professor Mary Ellen Doona, B.S., M.S., Boston College; Ed. D., Boston University

Associate Professor Joyce Dwyer, B.S., M.S., Boston College; M.P.H., Harvard University

Associate Professor Nancy Fairchild, B.S., Boston University; M.S., University of Rochester

Associate Professor Teresa T. Fulmer, B.S.N., Skidmore College; M.S.N., Ph.D., Boston College

Associate Professor Nancy J. Gaspard, B.S., Boston University; M.Ed., University of Florida; M.P.H., University of California (L.A.); Dr. P.H., University of California (L.A.)

Associate Professor Patricia B. Harrington, B.S., University of Massachusetts; M.Ed., Boston University

Associate Professor Carol Hartman, B.S., A.M., University of California (L.A.); D.N.Sc., Boston University

Associate Professor Loretta P. Higgins, B.S., M.S., Boston College

Associate Professor June A. Horowitz, B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Associate Professor Bernadette P. Hungler, B.S., Georgetown University; M.S. Boston College; A.M., Northeastern University

Associate Professor Dorothy A. Jones, B.S.N., Long Island University; M.S.N., Indiana University; Ed.D. (Cand.), Boston University

Associate Professor Amy Joyce, B.S.N., M.S., Boston College

Associate Professor Rosemary Krawczyk, B.S., College of St. Catherine; M.S., Ph.D., Boston College

Associate Professor Ronna Krozy, B.S., M.S., Boston College

Associate Professor Carol Lynn Mandle, B.S., M.S., University of Pennsylvania; Ph.D. (cand.), Boston College

Associate Professor Nancy C. McCarthy, B.S., Boston College; M.S., Boston University; Ed.D., Boston University

Associate Professor Catherine P. Murphy, M.S.N., Hunter College, C.U.N.Y.; B.S.N., Ed.D., Columbia University

Associate Professor Sandra Mott, B.S., Wheaton College; M.S., Boston College

Associate Professor Jean A. O'Neil, B.S., M.S., Boston College

Associate Professor Rachel E. Spector, B.S., M.S., Boston College; Ph.D., University Texas (Austin)

Assistant Professor Brenda A. Boyce, B.S.N., Northeastern University; M.S.N., Boston College

Assistant Professor Marion B. Francis, B.S., University of Rochester; M.A., M.Ed., Ed.D., Teachers College, Columbia

Adjunct Associate Professor Virginia Prout, B.S., M.S., Boston University

Assistant Professor Lois Haggerty, B.S., Simmons College; M.S., Boston College

Assistant Professor Millicent G. Higgins, B.A., University of Maine; M.S.N., Ed.D. (cand.), Boston University

Assistant Professor Helene J. Krouse, B.S., State University of New York Downstate Medical Center; M.S., University of Rochester; Ph.D., Boston College

Assistant Professor Cathy Malek, B.S.N., University of Wisconsin; M.S., Boston College

Assistant Professor Margaret A. Murphy, B.S., St. Joseph College; A.M., New York University; Ph.D. (cand.), Boston College

Assistant Professor Rita Olivieri, B.S., M.S., Ph.D. (cand.) Boston College

Assistant Professor Frances Ouellette, B.S.N., Salem State College; M.S., Boston College

Assistant Professor Judith A. Shindul-Rothschild, B.S., Boston College; M.S.N., Yale University

Assistant Professor Eleanor Vanetzian, B.S.N., Boston College; M.S., Boston College

Assistant Professor James J. Yannarell, S. J., B.A., University of Scranton; Th.D. Angelicum University; B.S., Fairfield University; M.S., Boston College

Instructor Jane E. Ashley, A.S., Santa Barbara City College; B.S., California State University at Chico; M.S., Boston College

Instructor Pamela J. Burke, B.S., Boston College; M.S., Boston University

Instructor Anne Marie K. Catalano, B.S., S.U.N.Y. Binghamton; M.S., Boston University

Instructor Jane Hanron, B.S.N., Vanderbilt University; M.Ed., Northeastern University

Instructor Linda Hardiman, B.S., Fitchburg State College; M.S., Boston College

Instructor Elizabeth Hiltunen, B.S., Columbia University; M.S., Boston University School of Nursing

Instructor Susan J. Kelley, B.S., M.S., Boston University

Instructor Wendy J. Liston, B.S., M.S., Boston College

Instructor Mary J. McKenzie, B.S.N., Northeastern University; Ed.M., Salem State College; M.S., Boston College

Instructor Eileen J. Plunkett, R.N., Catherine Laboure School of Nursing; B.S., M.S., Boston College

Instructor Pamela A. Terreri, B.S.N., Boston College; M.S.N., Boston University

Teaching and Resource Personnel for Graduate Program

Adjunct Instructor Jane Barbiasz, B.S., Cornell University; M.S., Boston University

Adjunct Instructor Nancy Jean Barrows, B.S., University of Texas El Paso; M.S., University of Kentucky

Adjunct Instructor Paula S. L. Bolton, B.S., Worcester State College; M.S., Boston College

Adjunct Instructor Elizabeth A. Borghesani, B.S., Boston State College; M.S., Boston College

Adjunct Instructor Carol Brown, B.S., Skidmore College; M.N., University of Washington

Adjunct Instructor Patricia A. Canavan, B.S., University of Massachusetts at Amherst; M.S., Boston College

Adjunct Instructor Dorothy A. Carver-Chase, B.S., University of New Hampshire; M.S., Boston College

Adjunct Associate Professor Mary Challela, B.S., Boston University; M.S., Boston University; D.N.Sc., Boston University

Adjunct Instructor P. Linda (Damon) Ciulla, B.S., Worcester State College; M.S., Boston College

Adjunct Instructor Nancy Elstun, B.S., Ohio State University; M.S., Boston University

Adjunct Instructor Harriet F. Epstein, B.A., Suffolk University; M.Ed., Northeastern University; M.P.H., Harvard University

Adjunct Instructor Deborah Ann Farber, B.S., Boston College; M.S., Boston College

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Adjunct Instructor Janelle Napora Heineke, B.S., Marquette University; M.S., Boston College

Adjunct Instructor Layne C. Herschel, B.S., Columbia University; M.S., Boston University

Adjunct Instructor Kathy Horvath, B.S., Rutgers University; M.S., University of Colorado

Adjunct Instructor June Johnson, B.S., Boston University; M.S. Boston University

Adjunct Instructor Deborah A. Keys, B.S., University of Massachusetts at Amherst; M.S., Boston College

Adjunct Instructor Laureen Krasinski, B.S., Georgetown University; M.S., Boston College

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Adjunct Instructor Anita Lewis, B.S., University of Vermont; M.S., Boston University

Adjunct Instructor Mardi M. Marean, B.S., Boston University; M.S., Boston College

Adjunct Instructor Sarah O'Neil Maslin, B.S., Salve Regina College; M.S., Boston College

Adjunct Instructor Mary E. McClain, B.S., Salve Regina College; M.S., Boston University

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Adjunct Instructor Gary Schweon, B.S., Northeastern University; M.S., Boston University

Adjunct Instructor Eunice Shishmanian, B.S., Simmons College; M.S., Boston College

Adjunct Instructor Donna Stanpone, B.S., William Patterson College; M.S., Boston College

Adjunct Instructor Mary M. Williams, B.S., Salem State College; M.S., Boston College

Adjunct Instructor Ann L. Wissink, B.S., Michigan State University; M.S., Boston University

Program Description

The Graduate Nursing full time Program at Boston College is a one-year curriculum and culminates in the awarding of a Master of Science. The program begins during Summer Session and continues through Summer Session the following year. A total of 37 graduate credits must be completed prior to the awarding of the degree. Part time study opportunities are also available. Part-time admissions are accepted in June, September, and January.

Philosophy and Purposes of the Program

The Department of Nursing is guided by the philosophy and purposes of the Graduate School of Arts and Sciences and the School of Nursing at Boston College. The major purpose of graduate study in nursing at Boston College is twofold: (1) to prepare nurses to function as clinical specialists contributing to the improvement of health care to clients in a variety of settings and at various developmental levels; and (2) to serve as the basis for doctoral preparation in nursing.

Curriculum Objectives

The objectives of the Master's Degree Program in Nursing are directed toward preparing a graduate who (1) implements a philosophy of nursing based upon the Judeo-Christian values that support the intrinsic worth of each human being; (2) synthesizes theory, research and values within a conceptual framework for nursing practice in a specialized area of clinical nursing; (3) utilizes the nursing process to assess health needs of clients (individuals, families and groups), formulates nursing diagnoses, implements and evaluates interventions based upon a broad theoretical frame of reference; (4) implements the role of clinical specialist within a specialized area of clinical nursing practice; (5) effectively utilizes knowledge of the research process by evaluating research findings in the literature, identifying researchable problems in clinical practice, conducting a research

study and incorporating research findings into clinical practice; (6) works as a collaborator and consultant with clients, families and other professionals regarding health problems and issues affecting individuals or society in general; (7) interprets the role of nursing as it affects health care and health policy to clients, families and groups on a local, state and national level; (8) contributes to professional leadership in nursing through research, critical writing and theoretical works; (9) actively assumes responsibility for continued advancement of nursing knowledge through self-directed learning.

Admission and Program Requirements

The Department of Nursing offers a program leading to the Master of Science degree and is open to all registered nurses who meet admission requirements: men and women of every race, color, creed and national origin, who wish to develop their personal and professional potential through higher education. The student may pursue clinical specialist preparation in four areas of clinical nursing: Community Health, Maternal Child Health, Adult Nursing, and Psychiatric-Mental Health Nursing.

Requirements for application include: a baccalaureate degree in nursing from an NLN accredited program; a cumulative grade of B or better for all baccalaureate courses; a cumulative grade of B or better for all nursing courses taken at the baccalaureate level; a completed undergraduate or continuing education course in health assessment; a statistics course taken prior to entry into the graduate program; one year of post-baccalaureate clinical experience as a registered nurse; three letters of reference—two are preferred from former teachers and one from an individual who can evaluate your most recent professional experience (an official placement file which includes the above references may be submitted in lieu of the letters); a personal interview with specialty faculty prior to final acceptance (interview forms may be completed in absentia when a personal visit is not possible); verbal, quantitative and analytical scores from the Aptitude Test of the Graduate Record Examination; and the completion of a goal statement.

Applicants who are admitted to the program must provide evidence of licensure as a registered nurse in Massachusetts, evidence of coverage by malpractice insurance and physician-certified evidence of the student's good health, including tuberculin test and/or chest x-ray and rubella titre.

All students are required to pass a comprehensive examination at the end of the graduate program. In addition, all students are required to conduct a clinical research study prior to graduation from the program.

Application Review

When all application material is received, the candidate will be eligible for review for admission. Reviews are currently held from December through April. Students will be advised of their acceptance or rejection by the Dean of the Graduate School of Arts and Sciences. Students who are placed on a waiting list will be notified accordingly and made aware of an available slot according to their position in the listing.

General Information

Financial Aid

Students interested in applying for Scholarships, Guaranteed Student Loans, National Direct Student Loans or the University Work-Study program should direct inquiries to the University Financial Aid Office, Lyons Hall. Federal Nurse Traineeships are available to full time students dependent upon current legislation by the federal government.

Housing

Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Experiences in a wide variety of hospitals, clinics, and other health related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these facilities.

Cooperating Hospitals and Agencies

Bentley College Student Health, Beth Israel Hospital, Bon Secours Hospital, Boston City Hospital, Brigham & Women's Hospital, Brockton Catholic Charities, Brockton Children and Youth Services, Cambridge Neighborhood Health Center, Cambridge Hospital, Chelsea Health Center, Children's Hospital, Carney Hospital, Dorchester House, 'D' Street Project, East Boston Mental Health Center, East Boston Neighborhood Health Center, Eunice Kennedy Shriver Center, Faulkner Hospital, Harvard Community Health Plan, Health Dimensions of New Hampshire, Lawrence General Hospital, Lemuel Shattuck Hospital, Leonard Morse Hospital, Massachusetts Department of Public Health, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Mt. Auburn Hospital, New England Deaconess, New England Medical Center, Newton-Wellesley Hospital, Northeastern Student Health, North Shore Family Planning, Revere Clinic, St. Elizabeth's Hospital, St. Margaret's Hospital, Somerville Health Clinics, Somerville Hospital, Somerville Pediatrics Clinic, University of Massachusetts Medical Center, Veterans Administration Hospital-Manchester, NH, Veterans Administration Hospital-West Roxbury, MA, Whidden Hospital Home Care.

Agency affiliations may vary from year to year.

Accreditation

The Master of Science program is accredited by the National League for Nursing.

Certification

Graduates of the Master's Program are eligible to apply for certification by the American Nurses' Association in their specialty area of preparation. Graduates of the OB/GYN nursing curriculum are eligible to apply to the NAACOG Certification Program.

Curriculum Plan

The nursing full-time curriculum is a full year in length (including Summer Session).

The program begins in Summer Session and continues into Summer Session I of the following year. The curriculum plan presented below reviews courses required, course sequencing, and credit allocation for the course of study.

Curriculum Design—Master of Science in Nursing

Summer Session

*Cognate	3 credits
*Cognate or Elective or Independent Study	<u>3 credits</u> 6 credits

Fall Semester

Nu 712 Nursing Theory and Process	3 credits
Nu 790 Research I	2 credits
Nu 799 Research Advisement	1 credit
*Cognate or Elective or Independent Study	3 credits
Specialty Course I (Nu 713, 714, 715, 716, 717, 718, or 720)	<u>4 credits</u> 13 credits

Spring Semester

Nu 820 Clinical Nurse Specialist Role Components	3 credits
Nu 791 Research II	3 credits
Specialty Course II (Nu 723, 724, 725, 726, 727, 728, or 730)	<u>6 credits</u> 12 credits

Summer Session

Specialty Course III (Nu 822, 823, 824, 825, 826, 827, or 828)	<u>6 credits</u>
TOTAL	37 credits

*Students are required to take 2 cognates and 1 elective or Independent Study. These requirements can be completed in summer and fall semesters.

A part time program of study must be completed within a five year period. The curriculum plan is developed on an individual basis with a faculty advisor.

Definition of Terms

Cognate

A cognate is a course (or courses) in another discipline outside of nursing which is supportive to the theoretical base of nursing science.

Elective

Each student will be required to take one elective of his or her own choosing. Those interested in teaching or administration are encouraged to focus their selection on courses in the School of Education or Management. The elective may be taken during Summer Session or Fall Semester.

Independent Study

To engage in independent study permission of a professor and the chairperson is required. Recommendation of a second faculty member is advised. Independent study, which may be taken during the Fall Semester in lieu of an elective, is recommended for students who, under the direction of the faculty, have a

special interest that is not addressed adequately in the curriculum.

A written proposal for an independent study in nursing must be submitted to the department chairperson together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and to the department chairperson toward the end of the semester.

Core Course

A core course is a course (or courses) required of all graduate nursing students that is taken by the entire group as the course occurs within the approved sequencing of the curriculum; e.g. Research, Nursing Theory and Process or Role Components.

Specialty Courses

Within the overall graduate program, there are 4 specialty curricula offered. These are Community Health Nursing, Maternal and Child Health Nursing, Adult Nursing (Medical-Surgical) and Psychiatric-Mental Health Nursing. While the graduate program is geared to the preparation of clinical specialists, the specialty curricula focuses on needs of clients as influenced by such things as age and stage of development, health status, health setting, and so forth.

Specialty Curriculum

Four specialty curricula are designed with specific clinical focus. Below is a brief description of each curriculum.

Community Health Nursing

The curriculum for Graduate Community Health Nursing is designed to give students the opportunity to apply theories and modalities of treatment in family nursing and in meeting health needs of populations or other defined community groups. Aggregates at high risk are the focus for health promotion and disease prevention strategies. Emphasis is on direct and indirect nursing care within the context of a changing health care system. Clinical practicum is selected to meet the curriculum and students' objectives and goals. Experience is directed to provide for application and integration of theoretical knowledge.

Maternal Child Health Nursing

Curricula in maternal child health nursing focus on the preparation of candidates for expanded roles in women's health (obstetrical/gynecological) and pediatric care. The curriculum is designed to prepare clinical nurse specialists in women's health (obstetrical/gynecological) nursing in ambulatory or acute perinatal care, and pediatric ambulatory or acute care. Each tract has as its goals: (1) expansion of the clinical practice responsibilities of the nurse, (2) development of the collaborative role with other health care professionals, and (3) the development of the clinical nurse specialist as teacher, practitioner, researcher, change agent, leader, and in a liaison role. A variety of clinical agencies is utilized to meet the students' specific goals

and objectives and to provide for application and integration of theoretical knowledge and exploration of direct and indirect role components.

Adult Nursing (Medical-Surgical)

The curriculum in adult health nursing enables students to develop advanced competencies in nursing diagnosis and treatment, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional patterns of the adult. The curriculum prepares clinical nurse specialists for various roles in health care delivery and provides the base for doctoral study.

Students select a focus for practice and research from a variety of adult health problem areas. Individual guidance is provided by faculty experts in collaboration with master clinical specialists in primary, acute, and long-term care. Practice settings available in Boston and surrounding New England areas offer rich experiences for developing advanced competencies in care of adults.

Psychiatric-Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric-mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups and families in the community and in other institutional settings. Indirect role development stresses consultation activities in mental health services and programming. Theoretical orientations toward practice methods are derived from the fields of education, social and biological sciences and psychiatric nursing. The program focuses on the clinical specialist role in underserved urban areas, and high risk areas dealing with severely disturbed clients. Placements are in outpatient community mental health centers and selected inpatient and day hospital settings. Clinical experiences with combined adult and child populations, for the direct role components and various medical centers and other institutions for the consultation/liaison component.

Course Offerings

Nu 712 Nursing Theory and Process (F: 3)

Prerequisite: Physical Assessment

This course focuses on the analysis of current conceptual frameworks for nursing practice and in-depth study of advanced concepts of nursing process. Process concepts include diagnostic strategies, care planning on the basis of nursing diagnosis and diagnosis-specific outcome evaluation. Nursing theory and process is applied to quality assurance, cost containment, reimbursement, and other current issues in nursing practice.

Marjory Gordon

Nu 713 Advanced Theory and Practice in Maternal Child Health; Perinatal Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; Nu 712 (or concurrently)

This course concentrates on the role of the CNS in the development of theoretical knowledge and skills for the assessment phase,

including nursing diagnosis and clinical judgment, of working with women and their families to promote an optimal level of functioning. The psychodynamics of childbearing and womanhood are explored. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences and course assignments.

The theory component of the course has two parts: MCH classes and a seminar in acute perinatal nursing. Content common to MCH practice is addressed in classes for all students in the MCH tract. Material specific to acute perinatal nursing is addressed in seminar.

The seminar focuses on an understanding of physiology, knowledge of alterations in women's health patterns during a high risk pregnancy and how they affect the individual and family, and knowledge of health supervision and management. The acquisition of problem-solving techniques useful in nursing diagnosis of human responses to actual or potential health problems is addressed as well.

A wide variety of clinical agencies is available in order to meet the individual student needs and objectives.

The weekly clinical conference emphasizes relevant clinical issues within the scope of perinatal nursing with emphasis on assessment and nursing diagnosis. Students are expected to be active participants during these conferences.

Pamela Burke

Joellen Hawkins

Susan Kelley

Virginia Prout

Eleanor Tabek

Nu 714 Advanced Theory & Practice in Community Health Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; Nu 712 (or concurrently).

This is the first of three major specialty courses in Community Health Nursing advanced practice. Specialty I focuses on the study, analysis, and application of nursing frameworks and theoretical formulations as they relate to the nursing care of families. Emphasis is placed on the application of advanced concepts of the nursing process, epidemiologic concepts and methods, and family nursing theories or conceptual frameworks in evaluating family health and well-being. The context in which these activities take place is the community setting, i.e., health centers, VNA agencies, hospital based home care agencies. Weekly seminars are held to integrate learnings with clinical practice.

Nancy McCarthy

Nu 715 Advanced Theory and Practice in Maternal Child Health; Acute Care Pediatric Nursing: Specialty I (F:4)

Prerequisites: 2 cognates; Nu 712 (or concurrently)

This course concentrates on the role of the CNS in the development of theoretical knowledge and skills for acute care pediatric nursing, including nursing diagnosis and clinical judgment, for infants, children, adolescents, and their families to promote an optimal level of functioning. The psychosocial dynamics of parenting, childhood, and acute illness are explored.

Theories and research from nursing and other disciplines are applied and integrated

through classes, seminar, clinical conference, clinical experiences, and course assignments.

The theory component of the course has two parts: MCH classes and an acute care pediatric nursing seminar. Content common to MCH practice is addressed in classes for all students in the MCH tract. Material specific to practice with pediatric clients in acute care settings is addressed in seminar.

The pediatric seminar focuses on an understanding of physiology, knowledge of alterations in childhood patterns and how they affect the individual and family, and knowledge of supervision and management. The acquisition of problem-solving techniques useful in nursing diagnosis of human responses to actual or potential health problems is also addressed.

A wide variety of clinical agencies is available in order to meet the individual student needs and objectives.

The weekly clinical conference emphasizes relevant clinical issues within the scope of acute pediatric nursing practice, with emphasis on assessment and nursing diagnosis. Students are expected to be active participants during these conferences.

Pamela Burke

Joellen Hawkins

Susan Kelley

Virginia Prout

Eleanor Tabek

Nu 716 Advanced Theory & Practice in Maternal Child Health; Women's Health (OB/GYN) Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; Nu 712 (or concurrently).

This course concentrates on the role of the CNS in the development of theoretical knowledge and skills for the health assessment phase, including nursing diagnosis and clinical judgment, of working with women and their families to promote an optimal level of wellness. The psychodynamics of childbearing and womanhood are explored. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences and course assignments.

The theory component of the course has two parts: MCH classes and women's health, ob/gyn seminar. Content common to MCH practice is addressed in classes for all students in the MCH tract. Material specific to practice with women's health, ob/gyn directs is addressed in seminar.

The women's health/ob/gyn seminar focuses on an understanding of physiology, knowledge of alterations in women's health patterns across the lifespan and how they affect the individual and family, and knowledge of health supervision and management, as well as acquisition of problem-solving techniques useful in nursing diagnosis of human responses to actual or potential health problems.

A wide variety of clinical agencies is available in order to meet the individual student needs and objectives.

The weekly clinical conference emphasizes relevant clinical issues within the scope of ob/gyn, women's health care with emphasis on assessment and nursing diagnosis. Students are expected to be active participants during these conferences.

Joellen Hawkins

Nu 717 Advanced Theory & Practice in Maternal Child Health; Pediatric Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; Nu 712 (or concurrently)

This course concentrates on the role of the CNS in the development of theoretical knowledge and skills for health assessment, including nursing diagnosis and clinical judgment for infants, children, adolescents, and their families to promote an optimal level of wellness. The psychosocial dynamics of parenting and childhood are explored.

Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences and course assignments.

The theory component of the course has two parts: MCH classes and pediatric seminar. Content common to MCH practice is addressed in classes for all students in the MCH tract. Material specific to practice with pediatric clients is addressed in seminar.

The pediatric seminar focuses on an understanding of physiology, knowledge of alterations in childhood patterns and how they affect the individual and family, and knowledge of health supervision and management, as well as acquisition of problem-solving techniques useful in nursing diagnosis of human responses to actual or potential health problems.

A wide variety of clinical agencies is available in order to meet the individual student needs and objectives.

The weekly clinical conference emphasizes relevant clinical issues within the scope of well child care, with emphasis on assessment and nursing diagnosis. Students are expected to be active participants during these conferences.

*Pamela Burke
Susan Kelley
Virginia Prout*

Nu 718 Advanced Theory & Practice of Adult Nursing (Medical-Surgical): Specialty I (F: 4)

Prerequisites: 2 cognates; Nu 712 (or concurrently)

This is the first of a three-course sequence in the theory and practice of adult nursing. Study, seminars, and clinical practice focus on synthesis of research and theory related to functional health patterns of adults. Clinical practicum experiences emphasize functional assessment as a base for nursing diagnosis and treatment, and the role of the clinical specialist in establishing effective relationships for promoting quality care.

*Elizabeth Hiltunen
Dorothy Jones
Carol Lynn Mandle
Margaret Murphy*

Nu 720 Advanced Theory & Practice in Psychiatric-Mental Health Nursing: Specialty I (F: 4)

Prerequisites: 2 cognates; Nu 712 (or concurrently)

This is the first of three required major specialty courses in advanced Psychiatric-Mental Health Nursing theories and practices. Theories and practices are integrated to address the process of assessment and diagnoses of functional and dysfunctional patterns of behavior, the formulation of initial intervention strategies and the initiation of the Orientation Phase of psychiatric nursing process

with selected clients. The overall context for the application of advanced theories and assessment processes occurs in high-need, urban community mental health delivery systems with adults and children. The program framework and the specialty framework will be used to order theories and practices relevant to assessment, diagnoses and the initiation of the Orientation Phase of the psychiatric nursing process.

*Carol Hartman
June Horowitz*

Nu 723 Advanced Theory and Practice in Maternal Child Health; Perinatal Nursing: Specialty II (S: 6)

Prerequisites: Nu 713, Nu 820 (or concurrently)

This course builds on the content of MCH Specialty I (Nu 713). Focus is on the role of the CNS in the development and evaluation of nursing interventions and management strategies for the optimal level of functioning of women in need of high-risk perinatal care, as well as indirect role components of the CNS. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences, and course assignments.

The theory component of the course has two parts: MCH classes and perinatal nursing seminar. Content common to MCH practice is addressed in classes for all students in the MCH tract. Material specific to practice with high risk clients is addressed in seminar. The seminar focuses on alterations in childbearing: the etiology, clinical manifestations, nursing management, and evaluation of care.

A wide variety of clinical agencies is available in order to meet individual student needs and objectives. The weekly clinical conference is continued with emphasis on relevant clinical issues within the scope of perinatal care and management. Students are expected to be active participants as well as responsible group leaders during these conferences.

*Pamela Burke
Joellen Hawkins
Susan Kelley
Virginia Prout
Eleanor Tabek*

Nu 724 Advanced Theory & Practice in Community Health Nursing: Specialty II (S: 6)

Prerequisites: Nu 714; Nu 820 (or concurrently)

This is the second of the three major specialty courses in Community Health Nursing. It is a continuation of Specialty I (Nu 714) in that it uses advanced concepts in nursing process and epidemiological methods as they relate to the nursing care of populations. Health assessment of a defined community using morbidity and mortality data for comparison is the focus for identifying needs or populations at risk. Interventions based on nursing theoretical frameworks that emphasize prevention of disease and promotion of health are tested in the clinical setting. Weekly seminars are held to enhance the integration and application of course content with clinical experiences.

Nancy McCarthy

Nu 725 Advanced Theory and Practice in Maternal Child Health; Acute Care Pediatric Nursing: Specialty II (S: 6)

Prerequisites: Nu 715; Nu 820 (or concurrently)

This course builds on the content of MCH Specialty I (Nu 715). Focus is on the role of the CNS in the development and evaluation

of acute care nursing interventions and management strategies for the optimal level of functioning of infants, children, adolescents, and their families. Indirect role components of the CNS will also be addressed. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences, and course assignments.

The theory component of the course has two parts: MCH classes and pediatric seminar. Content common to MCH practice is addressed in classes for all students in the MCH tract. Material specific to acute care pediatric nursing practice is addressed in seminar. The pediatric seminar continues with a focus on alterations in child health: the etiology, clinical manifestations, nursing management, and evaluation of care.

A wide variety of clinical agencies is available in order to meet individual student needs and objectives. The weekly clinical conference is continued with emphasis on relevant clinical issues within the scope of acute pediatric nursing care and management. Students are expected to be active participants, as well as responsible group leaders during these conferences.

*Pamela Burke
Joellen Hawkins
Susan Kelley
Virginia Prout
Eleanor Tabek*

Nu 726 Advanced Theory & Practice in Maternal Child Health; Women's Health (OB/GYN) Nursing: Specialty II (S: 6)

Prerequisites: Nu 716; Nu 820 (or concurrently)

This course builds on the content of MCH Specialty I (Nu 716). Focus is on the role of the CNS in the development and evaluation of nursing interventions and health management strategies for the optimal level of functioning of women in need of obstetrical and gynecological care, as well as indirect role components of the CNS. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences, and course assignments.

The theory component of the course has two parts: MCH classes and ob/gyn women's health seminar. Content common to MCH practice is addressed in classes for all students in the MCH tract. Material specific to practice with women's health (ob/gyn) seminar continues with a focus on common alterations in women's health: the etiology, clinical manifestations, nursing management, and evaluation of care.

A wide variety of clinical agencies is available in order to meet individual student needs and objectives. The weekly clinical conference is continued with emphasis on relevant clinical issues within the scope of women's health care and management. Students are expected to be active participants, as well as responsible group leaders during these conferences.

Joellen Hawkins

Nu 727 Advanced Theory & Practice in Maternal Child Health; Pediatric Nursing: Specialty II (S: 6)

Prerequisites: Nu 717; Nu 820 (or concurrently)

This course builds on the content of MCH Specialty I (Nu 717). Focus is on the role of the CNS in the development and evaluation

of nursing interventions and health management strategies for the optimal level of functioning of infants, children, adolescents, and their families, as well as indirect role components of the CNS. Theories and research from nursing and other disciplines are applied and integrated through classes, seminars, clinical conferences, clinical experiences, and course assignments.

The theory component of the course has two parts: MCH classes and pediatric seminar. Content common to MCH practice is addressed in classes for all students in the MCH tract. Material specific to practice with pediatric clients is addressed in seminar. The pediatric seminar continues with a focus on common alterations in child health: the etiology, clinical manifestations, nursing management, and evaluation of care.

A wide variety of clinical agencies is available in order to meet individual student needs and objectives. The weekly clinical conference is continued with emphasis on relevant clinical issues within the scope of well child care and management. Students are expected to be active participants, as well as responsible group leaders during these conferences.

*Pamela Burke
Susan Kelley
Virginia Prout*

Nu 728 Advanced Theory & Practice of Adult Nursing (Medical-Surgical): Specialty II (S: 6)

Prerequisites: Nu 718; Nu 820 (or concurrently) Study, seminars, and clinical practice focus on synthesis of research and theory in the diagnosis and treatment of dysfunctional health patterns. Practicum experiences are designed to further develop these skills within a conceptual framework for nursing practice. Strategies for evaluating and promoting quality care are emphasized.

*Elizabeth Hiltunen
Dorothy Jones
Carol Lynn Mandle*

Nu 730 Advanced Theory & Practice in Psychiatric-Mental Health Nursing: Specialty II (S: 6)

Prerequisites: Nu 720; Nu 820 (or concurrently) This is the second major specialty course in a sequence of three specialty courses in advanced theories and practices in psychiatric nursing. Theories and practices relevant to major mental disorders are evaluated as to their efficacy and relevance to the psychiatric nurse and their usefulness with high-need urban populations (adults and children). Clinical learning experiences focus on the integration of increased differential diagnostic processes with selected clients and the implementation of the Working Phase of the psychiatric nursing process. Students will have experience with a variety of intervention modalities.

*Carol Hartman
June Horowitz*

Nu 790 Nursing Research I (F: 2)

Prerequisite: Undergraduate statistics course This course is the first of three courses in research. Various research methods such as Experimental/Quasi-Experimental, Ex Post Facto and Naturalistic Inquiry are discussed. Research design considerations include types of control, threats to validity and sampling plans. Criteria that assess the quality of

measuring instruments are considered. Experience in evaluating research literature is provided. Students identify clinical problems that are appropriate for research.

Bernadette P. Hungler

Nu 791 Nursing Research II (S: 3)

Prerequisite: Nu 790, 799

This course is the third of three courses in research. Students synthesize learning experiences gained in the first two research courses by completing an individual clinical research project under the guidance of a faculty member.

*Pamela Burke
Marjory Gordon
Carol Hartman
Joellen Hawkins
Elizabeth Hiltunen
June Horowitz
Dorothy Jones
Susan Kelley
Carol Lynn Mandle
Nancy McCarthy
Margaret Murphy
Virginia Prout
Claire Schneckenberger*

Nu 799 Research Advisement (F: 1)

Prerequisite: Nu 790 and Specialty I (concurrently)

This course applies knowledge of the research process to the development of a clinical research proposal.

*Pamela Burke
Marjory Gordon
Carol Hartman
Joellen Hawkins
Elizabeth Hiltunen
June Horowitz
Dorothy Jones
Susan Kelley
Carol Lynn Mandle
Nancy McCarthy
Margaret Murphy
Virginia Prout
Claire Schneckenberger*

Nu 820 Clinical Nurse Specialist Role Components (S: 3)

Prerequisite: Nu 712

Focus is on the exploration of the direct and indirect role of the clinical specialist. Discussions will center on role theory, system analysis, leadership and principles of management, teaching consultation and collaboration, scope of nursing practice.

*Joellen Hawkins
Dorothy Jones*

Nu 822 Advanced Theory & Practice in Community Health Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II and Nu 820

This is the third of the three major specialty courses in Community Health Nursing. The focus is on the direct or indirect role(s) of the student's choice. Increased clinical time is provided so that further learning and experiences either in family nursing and/or population focus nursing can be obtained. In addition, a planned strategy for nursing intervention based on an identified agency or consumer group need is implemented and evaluated. The indirect roles of consultant and collaborator are made explicit through clinical experiences. Weekly seminars are held to integrate role components with role transition with the agency/community reality.

Nancy McCarthy

Nu 823 Advanced Theory and Practice in Maternal Child Health; Acute Care Pediatric Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (Nu 725) and Nu 820 This course emphasizes the synthesis of theoretical and experiential knowledge and skills as well as the integration of all the direct and indirect role components of the clinical nurse specialist for the evaluation phase of advanced acute care nursing practice with infants, children, adolescents, and their families.

Class content will focus on issues germane to practice as a CNS in MCH as well as provide an opportunity to disseminate research findings from the required studies (Nu 791, 799). Clinical conferences continue with emphasis on clinical issues related to role development.

Clinical experiences will be a continuation of Nu 725, Specialty II course, in the spring semester. The opportunity for exploration of the role of a clinical nurse specialist in a new clinical setting may be possible for selected students.

*Pamela Burke
Joellen Hawkins
Susan Kelley
Virginia Prout
Eleanor Tabeek*

Nu 824 Advanced Theory & Practice in Maternal Child Health; Women's Health (OB/GYN) Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II and Nu 820

This course emphasizes the synthesis of theoretical and experiential knowledge and skills as well as the integration of all the direct and indirect role components of the clinical nursing specialist for the evaluation phase of advanced nursing practice with women.

Class content will focus on issues germane to practice as a CNS in MCH, and will provide an opportunity to disseminate research findings from the required studies (Nu 791, 799). Clinical conferences continue with emphasis on clinical issues related to role development.

Clinical experiences will be a continuation of Nu 726, Specialty II course, in the Spring semester. The opportunity for exploration of the role of a clinical nurse specialist in a new clinical setting may be possible for selected students.

Joellen Hawkins

Nu 825 Advanced Theory & Practice in Maternal Child Health; Pediatric Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II and Nu 820

This course emphasizes the synthesis of theoretical and experiential knowledge and skills as well as the integration of all the direct and indirect role components of the clinical nurse specialist for the evaluation phase of advanced nursing practice with infants, children, adolescents and their families.

Class content will focus on issues germane to practice as a CNS in MCH as well as provide an opportunity to disseminate research findings from the required studies (Nu 791, 799). Clinical conferences continue with emphasis on clinical issues related to role development.

Clinical experiences will be a continuation of Nu 727, Specialty II course, in the spring semester. The opportunity for exploration of the role of a clinical nurse specialist in a new

clinical setting may be possible for selected students.

*Pamela Burke
Susan Kelley
Virginia Prout*

Nu 826 Advanced Theory & Practice in Adult Nursing (Medical-Surgical): Specialty III (SS: 6)

Prerequisites: Specialty II and Nu 820

Study and clinical experiences focus on the synthesis of the clinical specialist role component within the context of professional, socioeconomic, ethical, and legal forces influencing practice. Unique faculty-guided internship with an expert clinical specialist is provided.

*Elizabeth Hiltunen
Dorothy Jones
Carol Lynn Mandle
Margaret Murphy*

Nu 827 Advanced Theory and Practice in Maternal Child Health; Perinatal Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II (Nu 725) and Nu 820

This course emphasizes the synthesis of theoretical and experiential knowledge and skills as well as the integration of all the direct and indirect role components of the clinical nurse specialist for the evaluation phase of advanced perinatal nursing.

Class content will focus on issues germane to practice as a CNS in MCH, and will provide an opportunity to disseminate research findings from the required studies (Nu 791, 799). Clinical conferences continue with emphasis on clinical issues related to role development.

Clinical experiences will be a continuation of Nu 723, Specialty II course, in the spring semester. The opportunity for exploration of the role of a clinical nurse specialist in a new clinical setting may be possible for selected students.

*Pamela Burke
Joellen Hawkins
Susan Kelley
Virginia Prout
Eleanor Tabeek*

Nu 828 Advanced Theory & Practice in Psychiatric-Mental Health Nursing: Specialty III (SS: 6)

Prerequisites: Specialty II and Nu 820

This is the third and last course in the specialty area. There is a focus on the integration of direct and indirect role functions of the Psychiatric-Mental Health Clinical Specialist. Direct role functions focus on the Termination Phase of the psychiatric nursing process with selected clients (adults and children) with the use of crisis intervention models and short-term models. The indirect role functions will focus on strategies of mental health consultation useful with high-risk populations within this experience the student will have the opportunity to apply additional aspects of principles underscored in Nu 820 Clinical Nurse Specialist Role Components as well as principles derived from the cumulative direct role experiences (Nu 720, Nu 730).

*Carol Hartman
June Horowitz*

Nu 873 Ethical Issues in Nursing Practice (F: 3)

This course focuses on the ethical dimensions of the nurse-patient relationship and current moral issues in nursing practice. Beginning with a reflection on the students' own values,

the course examines the philosophical basis of nursing ethics and its implications for the interpretation and application of ethical principles. The moral responsibility of nurses as patient advocates is considered in such areas as the patient's right to know, behavior control, and problems concerning life and death. In addition, the ethical decision-making process and the moral obligations of nurses are examined in relationship to the ethical barriers that exist in health care institutions, and strategies for dealing with the social context of decision-making will be developed. Limited to 20 students

Catherine P. Murphy

Nu 899 Independent Study in Nursing (F, S: Credits by arrangement)

Permission of a Professor and Chairperson required. Recommendation of a second faculty member is advised.

Students with a special interest that is not otherwise addressed adequately in the curriculum may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the department chairperson together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the department chairperson toward the end of the semester.

The Department

Philosophy

Faculty

Professor Thomas J. Blakeley, A.B., Sacred Heart Seminary; Ph.D., University of Fribourg

Professor Oliva Blanchette, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., University of Laval; Ph.L., College St. Albert de Louvain

Visiting Professor Hans-Georg Gadamer, Heidelberg University

Professor Peter J. Kreeft, A.B., Calvin College; A.M., Ph.D., Fordham University

Professor Richard T. Murphy, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Professor Joseph L. Navickas, Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Professor Thomas J. Owens, A.B., A.M., Boston College; Ph.D., Fordham University

Professor David M. Rasmussen, A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Professor William J. Richardson, S. J., Ph.L., Woodstock College; Th.L., Ph.D., Maastricht University; Agr; aeg; aae, Louvain

Visiting Professor Jacques M. Taminiaux, University of Louvain

Professor Norman J. Wells, A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Associate Professor James Bernauer, S.J. A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Associate Professor Patrick Byrne, B.S., A.M., Boston College; Ph.D., New York State University

Associate Professor Richard Cobb-Stevens, A.B., A.M., Boston College; Ph.D., Sorbonne

Associate Professor Joseph F. X. Flanagan, S.J., Chairman of the Department A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Associate Professor William J. Haggerty, Jr., A.B., College of the Holy Cross; A.M., Boston College; Ph.D., Boston University

Associate Professor Arthur R. Madigan, S.J., A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div.(cand.) Regis College, Toronto

Associate Professor Stuart B. Martin, A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Associate Professor Daniel J. Shine, S.J., A.B., A.M., Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University

Associate Professor Francis Soo, A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Assistant Professor Joseph H. Casey, S.J., A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University

Assistant Professor John J. Cleary, A.M., University College, Dublin; Ph.D., Boston University

Assistant Professor Francis P. Molloy, S.J., A.B., A.M., Boston College; S.T.L., Weston College

Assistant Professor Gerald C. O'Brien, S.J., A.B., A.M., Boston College; Ph.D., Fordham University

Assistant Professor Ronald K. Tacelli, S.J., A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Program Description

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and personal program of study geared to his or her own

major interests. Small seminar-type classes are the rule, and the students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

The Institute in Marxist Thought makes available an M.A. program designed for the study of Marxist Thought in its various ramifications as a social philosophy, including the Hegelian and Feuerbachian background along with Marxist-Leninist, Soviet, Maoist and Neo-Marxist currents. Special emphasis is given to the writings of Karl Marx himself. Further information is available from Oliva Blanchette, Ph.D., Institute Director.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all Master's students and proficiency in one modern language is also required.

Financial Aid

The University welcomes applications for the following programs of aid: Teaching Fellowships (\$6,000-10,000); Research Assistantships (\$5,500).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

Course Offerings

The courses listed for the 1987-88 cycle are tentative; these are courses that the professors have given in the past and will be repeated at some future date. If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

Pl 306 Ancient Greek Philosophy (F: 3)
A history of the development of Classical Greek philosophy from the era of the Pre-Socratics to the closing of the Pagan schools in Athens in the 6th Century A.D.

Stuart B. Martin

Pl 308 The Political Thought of the Greeks
An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics*; an attempt to apply the

resources of Greek thought to some of the perennial issues of political philosophy.
Offered Spring, 1988

Arthur R. Madigan, S.J.

Pl 309 Marriage and the Family (S: 3)
The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: (1) It begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. (2) Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. (3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. (4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life.

Francis Y. Soo

Pl 314 The Mind and Its Body (F: 3)
Am I my body and nothing more? Is there such a thing as a soul? If there is, can I know anything about it? What is the relationship between 'mind' and 'body'? Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this?

These are some of the questions we will raise—and try to answer.

Ronald K. Tacelli, S.J.

Pl 315 Aristotle
A study of the development of Aristotle's fundamental doctrinal position; the authenticity and reliability of his extant works; the import of his logic for the rise of the medieval universities; his doctrine of equivocity; the central meaning of being in his *Metaphysics*; selected physical doctrines such as "change" and "time"; the goal of human existence expounded in the *Nicomachean Ethics*; Aristotle's teaching about the nature of the "intellect"; and some study of the subsequent (Greek, Arabian and Latin) commentators on his works.
Offered Fall, 1987

Stuart B. Martin

Pl 319 Why Do Bad Things Happen To Good People?

The most mysterious and pressing of all question, to both mind and heart, is "the problem of evil," of the suffering of the innocent. Belief in God seems part of the problem rather than the solution: Why would a good God let bad things happen? In our quest through this dark tunnel, various sources are consulted: novelists, philosophers, poets, playwrights, and prophets: pagan, theistic and atheistic.
Offered Fall, 1987

Peter J. Kreeft

Pl 329 Fundamental Problems In Moral Philosophy
The course will examine a number of important ethical issues: morality as a unique human phenomenon; the distinction between

the moral and the legal spheres; the nature of cultural and moral relativism; the basic determinants of the moral act. Three ethical theories will be discussed and re-evaluated: the idea of happiness and the Aristotelian moral doctrine; the categorical imperative in Kant's practical philosophy; moral values and morally relevant goods in D. von Hildebrand's phenomenology.
Offered Fall, 1987

Joseph L. Navickas

Pl 333 American Theatre and Philosophy I
Issue: The human person. What dimensions of the human person are found in today's drama? To find the answer plays will be studied by authors such as Lanford Wilson, Sam Shepard, David Mamet, Albert Innaurato.

The answer will be evaluated. The students will be directed to two kinds of readings. First, readings in which the person is perceived to have richer dimensions such as Augustine, *Confessions*, C. S. Lewis, *Surprised By Joy*, Kierkegaard, *Either/Or*. Other readings will explain the contemporary understanding of being human such as Murray, *The Problem of God*, G. Marcel, *Problematic Man*, Catholic/Humanist Dialogue, Dunne, *A Search for God in Time and Memory*, Tyrrell, B. Lonergan's *Philosophy of God*, Grisez, *Beyond the New Theism*.
Offered Fall, 1987

Joseph H. Casey, S.J.

Pl 334 American Theatre and Philosophy II
Issue: Dying and Killing. Plays successful on the American stage will be used to reveal the American perspective on dying or/and suicide and euthanasia. The theoretical presuppositions of the American perspective will be extracted and studied as philosophical issues.
Dying: Plays such as *Shadow Box*, *All Over*, *Lady from Duluth*, *Camino Real*, *On Golden Pond*, *Wings*, *Lazarus Laughed*. Suicide/Euthanasia: Plays such as *The Zoo Story*, *Death of a Salesman*, *Whose Life Is it Anyway?*, *The Elephant Man*. Philosophical Works: Plato, *Crito*, *Phaedo*, Kreeft, *Love Is Stronger Than Death*, Rahner, *On the Theology of Death*, Crisez-Boyle, *Life and Death with Liberty and Justice*.

Collateral reading: Kubler-Ross, *On Death and Dying*, Moody, *Life After Life*.
Offered Spring, 1988

Joseph H. Casey, S.J.

Pl 335 Platonic Dialogues (F: 3)
This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the *Republic*. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Gerard C. O'Brien, S.J.

Pl 338 The Heidegger Project I (F: 3)
This is a course designed to allow undergraduates an opportunity to work closely with the

major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

Pl 339 The Heidegger Project II (S: 3)

A continuation of Pl 338, open only to students participating in the course.

Thomas J. Owens

Pl 340-341 Philosophy in the Middle Ages I and II (F: 3-S: 3)

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Norman J. Wells

Pl 344 The Aristotelian Ethics (F: 3)

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Arthur R. Madigan, S.J.

Pl 353 Man in Medieval Thought

Jumping off from the *Condemnation of 1277*, the medieval discussions about the agent intellect (one for all men?) will be examined, along with the tradition on divine illumination. The background of this in Aristotle, Augustine and the Islamic thinkers will be developed.

Offered Fall, 1987

Norman J. Wells

Pl 358 The Confessions of St. Augustine

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works.

Offered Fall, 1987

Gerard C. O'Brien, S.J.

Pl 372 The Great Contemporary Thinkers

The rise of existentialism: Kierkegaard and Nietzsche. Dostoevsky as a philosopher of human spirit. Jaspers' new approach to philosophy and an examination of the fundamental concepts of his thought. Brentano's doctrines of *Intentionalität* and *Evidenz*. Husserl's idea of philosophy as a rigorous science. Scheler's moral phenomenology and his concept of *ordo amoris*. Dietrich von Hildebrand as a philosopher of values.

Offered Spring, 1988

Joseph L. Navickas

Pl 375 Modern Philosophy I: Descartes and British Empiricists

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1987

Norman J. Wells

Pl 376 Modern Philosophy II: British Empiricists to Kant

Continuation of the previous semester, Pl 375.

Offered Spring, 1988

Norman J. Wells

Pl 378 Hume and Kant

The course will present a confrontation between Hume's empiricism and Kant's rationalism. The theme of this confrontation will not be drawn merely from the differences in both philosophers' theory of knowledge but perhaps more emphatically from the realm of ethics or moral philosophy.

Offered Spring, 1988

Richard T. Murphy

Pl 395 Philosophy of Dostoevsky (F: 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the Grand Inquisitor. The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

Pl 401 Neo-Marxism

How have the ideas of Marx fared at the hands of those who claim to be his heirs? Engels, Kautsky, Plekhanov, Lenin, Luvacs, Sartre, Korsch, Marxist-Leninists, Maoists are among them. We will look at the various meanings of historical materialism, revisionism, dialectical logic, alienation, exploitation, etc. that have been put forward in the developments from Marx to liberation theology.

Offered Fall, 1987

Thomas J. Blakeley

Pl 406 Phenomenology of Culture (S: 3)

The objective of this course is the analysis and interpretation of the phenomenon of culture. Starting with Jacob Burckhardt's definition of culture, the course will examine a number of central issues: Man as a cultural agent, nature and culture, civilization and culture, different forms of culture, including language, art, customs, and philosophy. The course will emphasize the vulnerable, fragile, temporal, and tragic character of culture. Three outstanding philosophers of culture will be introduced: Oswald Spengler, Hermann Keyserling, Arnold Gehlen.

Joseph L. Navickas

Pl 411 Marx in the Middle Ages (S: 3)

Marx, though an avowed atheist, reaches over the backs of the Enlightenment and rationalism to the men of faith of the Middle Ages. With them, he shares a concern for the dignity of labor, an opposition to interest-bearing capital and suspicion of individualism, a respect for communities of value, and a certain selectively reformist approach to elements of Aristotelianism. We will use selected texts from Marx (esp. the *Grundrisse*) and Thomas Aquinas to illustrate and analyze these parallels and differences.

Thomas J. Blakeley

Pl 413 Social and Political Crisis in Ancient Greece (S: 3)

In this course, we will study the breakdown of the moral and political order of ancient Athens during and after the Peloponnesian war. As a historical document for the period, we will use the account given of the war by Thucydides in *The Peloponnesian War*, while also tracing the moral and political issues as they are reflected in the tragedies of Euripides; e.g., *Andromache* & *Orestes*. The central part of the course will be concerned with

Plato's treatment of similar issues in some of his major dialogues, most notably the *Gorgias* and the *Republic*. Here, we shall encounter some of the perennial problems of moral and political philosophy being dealt with in the fresh and exciting form of a dialogue. This will demonstrate that the anatomy of crisis in ancient Athens has deep significance for moral and political problems in contemporary society.

John J. Cleary

Pl 415 Great Trials in Western Civilization

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. After an initial consideration of Kafka's *The Trial*, this course will examine the development of our sense of moral judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are: the trial of Galileo (science and religion), Dred Scott (racism), Louis XVI (revolution and justice), Dreyfus (anti-semitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil).

Offered Spring, 1988

James W. Bernauer, S.J.

Pl 417 Socrates

"The Father of Western Philosophy", the inventor and unsurpassed example of the premier method of teaching, the gadfly to the State, the secular saint, was at once the simplest, clearest and most rational of philosophers and yet the most mysterious and paradoxical. E.g. what was "the god" that directed him? And why was he uncertain about what everyone else "knows" and certain only about paradoxes like "evil is only ignorance," "learning is only remembering" and "no evil can ever happen to a good man"?

This course studies Plato's early dialogues with a view to making acquaintance with this man who, next to Jesus, was perhaps the most important in all our history. Students will also write Socratic dialogues on topics of current interest, in his spirit and method.

Offered Fall, 1987

Peter J. Kreeft

Pl 418 Later Greek Philosophy: The Search for Meaning (S: 3)

In their different ways, the Stoics, Epicureans, Sceptics, and Platonists were engaged in search for human meaning. Our aims: to follow these philosophers in their quest for meaning; to understand the reactions of Jewish and Christian thinkers; to see how the later Greek quest for meaning relates to modern quests, for example, that of Viktor Frankl.

Arthur R. Madigan, S.J.

Pl 419 Kant and Hegel

An analysis and comparison of the major themes in Kant and Hegel.

Offered Fall, 1987

Joseph L. Navickas

Pl 421 Nietzsche-Prophet of Nihilism (S: 3)

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.

Jacques M. Taminiaux

Pl 423 Introduction to Analytic Philosophy (S: 3)

The main currents in analytic philosophy, now dominant in America and England, will be presented in their historical development. G.E. Moore's impact will be examined first. The influence of Bertrand Russell, especially on logical atomism, will be assessed. Logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions of Wittgenstein and ordinary language philosophers will be discussed.

Richard T. Murphy

Pl 424 The Phenomenology of Love

This course will examine the new philosophy of love that emerged in the writings of the German phenomenologist Max Scheler and the Russian philosopher Vladimir Solovyov.

Joseph L. Navickas

Pl 427 Existential Psychology (F: 3)

The course will study the influence of some existential philosophers in the areas of psychology and psychiatry. Some of the authors to be considered will be Freud, Heidegger, Binswanger, Boss, Laing, May, etc.

Daniel J. Shine, S.J.

Pl 429 Freud and Philosophy

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.

Offered Spring, 1988

David M. Rasmussen

Pl 434 Topics in Contemporary Science

Contemporary developments in physics and biology will be explored intensively. Emphasis will be placed upon understanding the basic concepts, rather than the complex totality, of relativity theory, quantum theory, theories of the origin of life, etc. Philosophical questions concerning objectivity and reality raised by these developments will be discussed.

Offered Fall, 1987

Patrick H. Byrne

Pl 435 Theory of the Novel (S: 3)

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary*.

David M. Rasmussen

Pl 440 Existential Humanism

The existentialists have focused on the dramatic plight of twentieth-century man. They have presented forcefully man's struggle for meaning for life in a technologically dominated society and in a nuclear age. This course hopes to reveal and evaluate the specific features this "philosophy of crisis" has claimed to be distinctive of human living in this present moment of history.

Offered Spring, 1988

Richard T. Murphy

Pl 443 Jesus

The character, life, teachings, and significance of the most important man who ever lived is usually studied by theologians, historians, and psychologists, but seldom by philosophers. But what more perfect subject for reflection by a 'lover of wisdom' than the wisest of the wise? Intensive and reflective study of *The Lord* by the Christian existentialist Romano Guardini, a philosophical interpretation of each major event in the gospels.

Offered Spring, 1988

Peter J. Kreeft

Pl 445 The Origins of American Pragmatism (S: 3)

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Richard Cobb-Stevens

Pl 448 Kant's Critique (F: 3)

An analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

Ronald K. Tacelli, S.J.

Pl 449 Corporations and Morality (F, S: 3)

What are the limits of deceptive advertising? Can bribery ever be justified? What are the responsibilities of the individual or professional investor? What are the rights of an employee? Can the free market system promote both economic efficiency and equality? These are all questions which are being hotly disputed in the business world today, and they will constitute some of the main issues for this course. Our approach will be to blend theoretical material (drawn from business, philosophy, economics, etc.) with numerous case studies. Students of all backgrounds are welcome and can be assured of lively debates and considerable controversy.

Richard A. Spinello

Pl 450 Phenomenology and Intersubjectivity

Communication between persons, dialogue, love—these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

Offered Spring, 1988

Thomas J. Owens

Pl 451 Health Care Ethics

Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion.

Offered Fall, 1987

Oliva Blanchette

Pl 452 Perspectives on Addiction (S: 3)

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

Gerard C. O'Brien, S.J.

Pl 455 Kierkegaard and Nietzsche (S: 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart B. Martin

Pl 456 The Holocaust: A Moral History

The tragic event which ruptured modern western morality will be examined from a variety of perspectives (literary, philosophical, theological, and political). We shall study the testimony of both its victims and its perpetrators. Special attention will be given to a consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

Offered Spring, 1988

James W. Bernauer, S.J.

Pl 467 Jean-Paul Sartre

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

Offered Spring, 1988

Richard Cobb-Stevens

Pl 468 Lost in the Cosmos: A Study of Pascal's *Pensees* (F: 3)

Pascal is really the first modern philosopher, in fact the first Existentialist. He wrestles with the problem of alienation, anxiety, and despair of man "lost in the cosmos." Some of the issues raised in *Pensees* are: human vanity; death; head vs. heart; war; unhappiness & happiness; boredom; life as a gamble; faith as a wager; dogmatism vs. skepticism; evil; justice & injustice; human nature; diversion & indifference; Christocentrism vs. deism; and, overall, how someone with a modern, skeptical temperament can believe.

Peter J. Kreeft

Pl 471 Sartre's Search for a Method (F: 3)

Using itself as method, critical reason constructs its own history. This is Sartre's effort to come out of existentialism into Marxism. We will examine this methodological foray in terms of its origination in Husserlian phenomenology and its effort to correct the distortions that Engels imported into Marxian "dialectical logic." Particular attention will be paid to Sartre's application of this method in the Flaubert volumes and to the information to be gleaned from the recently published "*Cahiers pour une morale*" and "*Les carnets de la drole de guerre*."

Thomas J. Blakeley

PI 479 Contemporary German Philosophy (F: 3)

In this course consideration will be given to current developments within German philosophy. Husserl, Heidegger, Gadamer, and Habermas will be among the philosophers considered. Special attention will be given to current movements within German philosophy, including phenomenology, hermeneutics and critical theory.

David M. Rasmussen

PI 484 Greek Tragedy and Greek Philosophy

While Greek tragedy is far from a mere dramatization of philosophical theses, it does raise philosophical issues. The aims of this course are: to become better acquainted with Greek tragedy, and more alert to the philosophical issues it raises, and to see how these issues shaped the thought of Plato and Aristotle and how they might affect our own thought.

Offered Spring, 1988 *Arthur R. Madigan, S.J.*

PI 485 Philosophy of Comparative Religions—East & West (F: 3)

This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious nature of man. Is man essentially a religious being, and hence is self-sufficient per se. Or is man essentially an a-religious being, and hence is not self-sufficient per se. Secondly, this course is also a comparative study of philosophies of Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved.

Francis Y. Soo

PI 491 Philosophy and Power

Philosophy has played a decisive role in the formulation of the principles for each of the major political movements of our age: Liberalism, Fascism, Communism. This course will study these principles in the interest of discovering certain key relationships between expressions of philosophical thought and practices of political power.

Offered Fall, 1987 *James W. Bernauer, S.J.*

PI 495 Metaphor and Interpretation

A metaphor is a poem in miniature. Hence, a satisfactory analysis of metaphor requires a study of the creation of meaning in language. This course will bring together representative viewpoints on metaphor from the fields of linguistics, literary criticism and the philosophy of language. The role of metaphor in philosophic discourse will also be discussed.

Offered Spring, 1988 *Richard Cobb-Stevens*

PI 500 Philosophy of Marxism (S: 3)

Studying key philosophical ideas in the development of Marxism from Hegel through Feuerbach and the young Marx. Subsequently, a study of key philosophical positions in current Soviet philosophy. Finally, diversions among Chinese, Latin and American Marxists on the tradition of Marxist philosophy.

Frederick J. Adelman, S.J.

PI 513-514 Contemporary French Philosophy I & II (F, S: 3)

During the past few decades, French philosophical reflection has had an extraordinary impact on our self-understanding. A combination of original thought and brilliant style created a living philosophy, assured of a wide international audience and an unusually immediate cultural influence. Writers like Camus, Sartre, De Beauvoir, Levi-Strauss and Foucault have shaped the ways in which we think about many of the great ethical issues of our day. This two-semester course will be offered in French. The readings have been selected both for their lucid style and engaging content. Discussions and examinations will be conducted in French.

Richard Cobb-Stevens

PI 520 Basic Marxist Thought

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Capital*.

Offered Spring, 1988 *David M. Rasmussen*

PI 521 Wittgenstein

Assuredly, Wittgenstein has been one of the foremost and most influential philosophers in the twentieth century. This course will present his thought against the historical background of the rise of the Analytic movement. It shall emphasize how Wittgenstein has so radicalized philosophical methodology that linguistic analysis seems to be the only method accepted as viable by the vast majority of Anglo-American philosophers.

Offered Fall, 1987 *Richard T. Murphy*

PI 523 The Prison Experience

An examination of the prison experience from a variety of perspectives: historical, sociological, literary, cinematic and philosophical. Initially, the course will investigate the historical appearance of the prison institution as a common form of punishment. We shall then consider the literature produced from within the prison experience and recent cinematic expressions of its meaning. Finally, we will study the model of rationality contemporaneous with the birth of the prison and the philosophical sources of penology as human science.

Offered Fall, 1987 *James W. Bernauer, S.J.*

PI 526 From Enterprise to Management

A philosophy of the American economic culture.

Offered Spring, 1988 *Oliva Blanchette*

PI 538 Law, Business and Society (F: 3)

This course is to explore the relationship and interaction among Law, Business and Society, i.e., among the political, economic and social spheres of human life.

Starting from the notion of law and (human) rights, the course will move into a critical reflection on various forms of societies—Greek, Medieval, Modern and Contemporary—as developed throughout history. It will examine how, in each of the above societies, law originated, developed and was manifested within concrete economic and social structures.

Francis Y. Soo

PI 544 St. Thomas Aquinas (S: 3)

Prerequisites: a knowledge of Aristotelian logic and Aristotelian philosophical terminology, e.g., Kreyche's *Logic for Undergraduates* and Adler's *Aristotle for Everybody*.

This course is a survey of the distinctive teachings of Aquinas' metaphysics, cosmology, anthropology, epistemology, ethics, politics, and philosophical theology.

Peter J. Kreeft

PI 545 Social Philosophy in Classical Antiquity

A study of ancient man's outlook on man-in-society and the polis starting from Hesiod and other early poets or other pre-Socratic wise men down to Attic tragedy and the political philosophies of Plato, Aristotle and Cicero.

Offered Spring, 1988 *Oliva Blanchette*

PI 553 The Rise of Modern Philosophy (S: 3)

This course will survey the development of modern philosophy from Descartes to Kant so as to identify what is characteristically new about these thinkers, in contrast to Greek and medieval thought. We will pay most attention to the influence of the new sciences upon epistemology and metaphysics in this era, but we will not neglect the new thinking on ethics and politics.

John J. Cleary

PI 554 Philosophy of Poetry and Music

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Offered Spring, 1988 *Joseph F. Flanagan, S.J.*

PI 555 Philosophy of Health Science

This course will explore the underlying philosophical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. The course will also explore the ethical systems of the East, e.g., that of India, and will examine the implication of different cultures and philosophies on the practice of medicine.

Pramod Thaker, M.D.

PI 561 Freud and Phenomenology

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Offered Spring, 1988 *Richard T. Murphy*

PI 563 The Great Philosophers I (F: 3)

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

Joseph L. Navickas

PI 564 The Great Philosophers II (S: 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Joseph L. Navickas

PI 574 Approaches to Language

A comparative study of the different but complementary traditions in German, French and Anglo-Saxon philosophies of language. Emphasis will be placed upon the themes of symbolic expression underlying structural codes and the nature of the speech act. Essays by Cassirer, De Saussure, Wittgenstein, Austin and Searle should provide a rich and varied backdrop for a discussion of the mystery of human speech.

Offered Fall, 1987

Richard Cobb-Stevens

PI 577 Introduction to Symbolic Logic (F: 3)

An introduction to modern formal logic designed to familiarize students with both the methods for expressing ordinary language arguments in symbolic form and with the various techniques used to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th century logic such as the paradoxes of self-reference, 'formal systems,' and the limits of logic in human thought.

Ronald Anderson, S.J.

PI 578 Philosophy of Mathematics

Prerequisite: PI 577

A study of the formal foundations of arithmetic and geometry. Besides presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful. Offered Fall, 1987

Patrick H. Byrne

PI 584 The Complete Author: C.S. Lewis (S: 3)

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good and the beautiful. This course is a total immersion experience in this remarkable man through his writings, aiming not primarily at him but at ourselves and our world seen through his eyes.

Peter J. Kreeft

PI 593 Philosophy of Science (S: 3)

An introduction to the various themes concerned with the interplay between philosophy

and science. The nature of scientific explanations and the cognitive status of scientific theories will be considered. The roles of induction and deduction in scientific discovery will be examined as well as a number of metaphysical questions raised by the natural sciences such as the ontological status of the various entities which make up scientific theories. Examples will be considered from both the biological and physical sciences, with a particular focus on evolutionary theory and modern cosmological theories about the universe.

Ronald Anderson, S.J.

PI 594 Metaphysics

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being: expressed as 'being as being.' We will make it our task to examine all the central issues of metaphysical concern: What is being? What are the main traits of being as being? What are the main types of being? What are the fundamental operations of being as being? In what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre.

Offered Fall, 1987

Thomas J. Blakeley

PI 596 Intentionality and the Free Will (F: 3)

A commentary by the professor on the textual analysis of the *Life of the Mind* by Hannah Arendt. A background in basic philosophy is beneficial.

Frederick J. Adelman, S.J.

PI 602 Soviet Philosophy Today

Among contemporary philosophical trends, Marxism-Leninism stands out not only as the most extensive but also as the most threatened by modern developments in science and society.

We will examine its origins in the "classics of Marxism", its codification in the textbooks of the 1940's and 1950's, the "de-Stalinisation", ending up in "peaceful coexistence" and "detente."

Emphasis will be on the Soviet ability to respond to the "scientific-technological revolution", to empirical sociology, to Freudian psychology, to East-European humanism, to dialogue and Christian renewal, as well as to more theoretical challenges; for example, from neopositivism and from neo-Marxism.

Offered Spring, 1988

Thomas J. Blakeley

PI 603 The Enlightenment and the Birth of Modernity

A study of the birth of modern rationality in the period of the Enlightenment. The course will examine a variety of Eighteenth Century thinkers in the perspective of the age's major themes: God and Reason, Thought and Superstition, History and Progress, the Idea of Humanity.

Offered Fall, 1987

James W. Bernauer, S.J.

PI 604 Philosophy and History

The first part of the course will aim to clarify the nature of historical understanding by examining the work of several historians. We shall then consider several attempts (Hegel, Toynbee, Voegelin) to articulate a philosophical understanding of historical development.

Offered Spring, 1988

James W. Bernauer, S.J.

PI 606 The Soviet Critique of Neo-Positivism (F: 3)

In presenting itself as "scientific socialism", Soviet Marxism-Leninism comes into conflict with the "scientistic" pretensions of Anglo-American neo-positivism. On the other hand, Soviet philosophy joins the neopositivist/analysts in accusing all other philosophies of "metaphysics". We will examine each of these contemporary trends separately and then study the interplay between them, especially as concerning the nature of science, of logic, of language, and of the insertion of all of these various social fabrics. We will close with an examination of how both trends are currently interacting with phenomenology.

Offered Fall, 1987

Thomas J. Blakeley

PI 608 Humanism and Anti-humanism

This course will examine contemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers as Althusser, Foucault, Derrida and Lacan.

Offered Fall, 1987

William J. Richardson, S.J.

PI 609 The Greek Intellectual Adventure

It would be hard to match the Greek thinkers of the sixth and fifth centuries B.C. for creativity and bold imagination. This course explores Greek philosophy up to Socrates with special emphasis on the Pre-Socratics and Sophists, and relevant background from poetry, drama and history.

Offered Fall, 1987

Arthur R. Madigan, S.J.

PI 613 Marx' Grundrisse

The most serious form of neo-Marxism is that which was launched by the spread of the study of Marx' *Grundrisse der Kritik der Politischen Oekonomie*. This course will look at the text and its influence both in the West and in the Marxist-Leninist world.

Offered Fall, 1987

Thomas J. Blakeley

PI 615 British Empiricism (F: 3)

This course introduces British Empiricism through the examination of the works of Locke, Berkeley, and Hume. These authors will be considered within their historical context. Their influence on contemporary philosophies will be evaluated.

Richard T. Murphy

PI 622 Michel Foucault

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action.

Offered Spring, 1988

James W. Bernauer, S.J.

PI 625 The Problem of Self Knowledge

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Offered Spring, 1988

Patrick H. Byrne

PI 626 Hannah Arendt

An examination of Arendt's philosophical achievement: her treatment of the active life

of labor, work, action, and the mind's life of thinking, willing, judging. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought.

Offered Fall, 1987 James W. Bernauer, S.J.

Pl 628 Ayer and Wittgenstein

This course introduces Analytic Philosophy (now dominant in contemporary American philosophical circles) through the examination of the two most influential thinkers: Ayer and Wittgenstein. Since these philosophers have had such an impact, they will be considered within the historical context.

Offered Spring, 1987 Richard T. Murphy

Pl 632 The Later Heidegger (F: 3)

This course will consider major themes in Heidegger's development after the so-called "turning" in his way (circa 1930). These will become manifest in certain selected representative texts.

Required: a serious knowledge of *Being and Time*, such as gained from "The Heidegger Project" or its equivalent.

William J. Richardson, S.J.

Pl 633 Metaphysics: Selected Texts (S: 3)

A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Texts to be studied will vary from year to year. Proficiency in Greek will be an asset.

Arthur R. Madigan, S.J.

Pl 634 The Philosophy of Jurgen Habermas (F: 3)

A seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics.

David M. Rasmussen

Pl 638 Plato: Selected Dialogues (F: 3)

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato.

Arthur R. Madigan, S.J.

Pl 640 The Evolution of Greek Metaphysics

A consideration of the development of metaphysics from the speculations of the Presocratics to the system of the Neoplatonists. Texts to be studied will vary from year to year, but the greater part of the course will be devoted to metaphysical texts from Plato's dialogues, and to Aristotle's *Metaphysics*.

Offered Fall, 1987 Arthur R. Madigan, S.J.

Pl 641 Ethics and Psychoanalysis

An examination of the ethical problem as posed by psychoanalysis.

Offered Spring, 1988 William J. Richardson, S.J.

Pl 646 The Logic of Edmund Husserl (F: 3)

Prerequisite: Pl 680, 717 or an equivalent. Edmund Husserl initiated the phenomenological movement due to his dissatisfaction with the psychologistic grounding of logic then current. In this course, the major themes of his phenomenological conception of logic will be explored: the critique of "psychologism"; the widening of formal logic to include a formal ontology; above all, his original development

of a transcendental logic will be compared to Kant's as stated in *The Critique of Pure Reason*.

Richard T. Murphy

Pl 647-648 Ethics and Politics I & II

This course will originally focus upon modern attempts to reconstruct theories of ethical action in the context of political life dating from Kant to the present. Particular emphasis will be given to contemporary continental and Anglo-Saxon schools of thought. The first semester will focus upon the work of modern utilitarians, intuitionists and critical theorists. In particular, the work of both Jurgen Habermas and John Rawls will be highlighted. In the second semester we will consider ethics in historical perspective beginning with Plato and Aristotle and moving to the present. The overall concern of this two semester course will be to construct a model for ethical action based on hermeneutic, life-world and historic considerations. The course will be both lecture and seminar. It is intended for both graduate and advanced undergraduate students.

Offered Fall - Spring 1987-1988

David M. Rasmussen

Pl 650 Russian Cultural Philosophy

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Offered Fall, 1987

Joseph L. Navickas

Pl 660 Thomas Hobbes (F: 3)

An exploration of the relationship between Hobbes' political philosophy and his critique of Aristotle's metaphysics and psychology.

Richard Cobb-Stevens

Pl 661 Aristotle's Scientific Method (F: 3)

How does Aristotle's logic apply to his own procedures in reasoning about the state, the soul, and the other subjects he discusses? What became of this method in Stoicism and Scholasticism and rationalism? How dependent are the Freges, Poppers and Feyerabends of the contemporary philosophy of science on just the same methods and logical functions that the philosopher developed? These and related questions will be examined in light of what Aristotle says in his logical works and what he does in his other works.

Thomas J. Blakeley

Pl 663 Modernity vs. Post-Modernity (S: 3)

This course will be a seminar on the current debate over modernity and post-modernity that preoccupies philosophy and a number of other disciplines. We will consider arguments developed by Habermas, Benjamin, Adorno, Derrida, Foucault, Lyotard, Rorty and others. Students will be encouraged to make presentations on representative figures.

David M. Rasmussen

Pl 680 The Phenomenology of Edmund Husserl

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed

upon the ontological implications of phenomenology.

Offered Spring, 1988

Richard Cobb-Stevens

Pl 682 Towards an Ontology of Language

An analysis of the problem of language focusing on recent European thinkers, including Heidegger and Merleau-Ponty.

Offered Fall, 1987 William J. Richardson, S.J.

Pl 686 Hermeneutics

An examination of a certain number of major issues in contemporary theories of interpretation.

Offered Fall, 1987 William J. Richardson, S.J.

Pl 693 Merleau-Ponty and the Problem of Self

A study of the major texts of Merleau-Ponty as they relate to the problems of the human self.

Offered Spring, 1988 William J. Richardson, S.J.

Pl 700 Philosophy of the Health Sciences

The purpose of this graduate-level course is to examine the philosophical basis of the medical sciences, with special emphasis being placed on medical practice in all its complexity. It will be argued that a new relationship between philosophy and medicine must be found in order to resolve the present philosophical crisis in medicine. This will involve finding a more adequate definition of medicine in terms of its unique aim with respect to its characteristic object.

Offered Fall, 1987

John J. Cleary

Pl 702 From Copernicus to Newton

This is a graduate-level seminar in the history and philosophy of science. Our main purpose will be to examine the transition from the Aristotelian to the Newtonian world-view. Thus, after a brief glance at the important theorists of Oxford and Paris, we will begin with the *De Revolutionibus* of Copernicus who stands in both the ancient and modern traditions. But we must proceed to the works of Galileo and Kepler before we recognize clearly the modern tradition of mathematical physics. Within this tradition, we must investigate the interesting failure of the Cartesian system if we are to fully understand the reasons for the universal success of the synthesis proposed by Newton.

Offered Spring, 1988

John J. Cleary

Pl 706 Transcendental Logic

A key to understanding both Kant's and Husserl's transcendental idealism is to be found in their quite different approaches to establishing a transcendental logic. This course will examine as closely as possible how these seminal thinkers sought to ground such a logic. Hopefully, it will become clear that such an attempt by both led to quite different forms of transcendental idealism.

Offered Spring, 1988

Richard T. Murphy

Pl 716 Aquinas and the *De Unitate Intellectus*

A detailed examination of the *De Unitate Intellectus* in light of the teaching of Latin Averroism on the separate Agent Intellect and the condemnation of that teaching in 1277.

Offered Spring, 1988

Norman J. Wells

Pl 717 Introduction to the Phenomenological Method (F: 3)

This course presents an introduction to the phenomenological method as programmed by

its founder, Edmund Husserl. After its historical and doctrinal antecedents in Descartes and Hume have been traced, the methodological concepts and principles fundamental to a rigorous phenomenology will be examined in detail. The doctrinal implications of such a problematic approach and method will be outlined in the divergent philosophical views of Husserl himself, Sartre, and Merleau-Ponty.

Richard T. Murphy

Pl 718 Seminar: Psychoanalysis and Literature

This course will be a doctoral level seminar that will examine various psychoanalytic approaches to literature as these become manifest in efforts to interpret psychoanalytically Edgar Allen Poe's short detective story, "The Purloined Letter." The classic interpretation of this story by Marie Bonaparte has been followed by numerous contemporary approaches such as those of J. Lacan, J. Derrida, S. Felman, N. Holland, J. Gallop, etc. These will be examined and discussed in turn.

Since the contemporary debate has been stimulated by the reading of this text by J. Lacan that elicited a strong rejoinder by J. Derrida, the seminar will offer the opportunity to study and compare so-called "structuralist" and "post-structuralist" approaches to literary criticism.

Limited to 15 participants. Admission by permission of instructor.
Offered Spring, 1988 William J. Richardson, S.J.

Pl 725 Aristotle's Organon

The study of Aristotle's logical works is interesting not only for the light it sheds on Western thought until the end of the Middle Ages but also for the contrast it provides with modernity's way of doing science. This course will examine the basic principles of Aristotelian logic both in themselves and in their implications for today.

Offered Fall, 1987 Thomas J. Blakeley

Pl 727 Kant's Moral and Political Philosophy

This seminar will concentrate on a reading of Kant's Critique of Practical Reason. The course will consider aspects of Kant's political and aesthetic writings. They relate to Kant's moral philosophy.

Offered Spring, 1988 David M. Rasmussen

Pl 728 Aristotle's Physics

Prerequisites: Some previous and serious reading of Aristotle and a reading knowledge of a relevant language (Greek, Latin, German, French, Italian or Russian).

Now that natural science is frankly relativist and unabashedly probabilistic, how outmoded is Aristotle's cosmological vision? In the process of answering this question, we will want to look into the wealth of methodological detail to be found in this book and into Aristotle's fascinating accounts of space, time, motion, infinity, etc.

Offered Fall, 1987 Thomas J. Blakeley

Pl 739 Self and World

A critical analysis of the philosophies of Michel Foucault and Hannah Arendt in the interest of probing relationships between the "self" and the "world". We shall examine Foucault's genealogical investigation of the emergence of the self in western culture and Arendt's complementary consideration of the eclipse of the world.

Offered Fall, 1987 James W. Bernauer, S.J.

Pl 747 Problems in Metaphysics

A detailed analysis of J. Owens, *An Interpretation of Existence*. Consideration will be given to the Kantian and Post-Kantian aspects of this issue.

Offered Spring, 1988 Norman J. Wells

Pl 748 Social Philosophy in Hegel

A study of the social dimension in Hegel's thought in the Jena writings, the *Phenomenology*, and the *Philosophy of Right*.

Offered Fall, 1987 Oliva Blanchette

Pl 751 Medieval Philosophy I: Augustine to Anselm

A detailed examination of the classical positions taken on faith and reason, knowledge, God and man.

Offered Fall, 1987 Norman J. Wells

Pl 752 Medieval Philosophy II: Bonaventure to Ockham

Continuation of the previous semester, Pl 751.

Offered Spring, 1988 Norman J. Wells

Pl 755 The Ontological Argument

An examination of the famous argument for the existence of God and the criticisms it has called forth from the time of St. Anselm to the present day.

Offered Spring, 1988 Norman J. Wells

Pl 768 Insight (F, S: 3)

A exploration of the basic themes and method of Lonergan's *Insight* F, through a close textual reading.

Joseph F. Flanagan, S.J.

Pl 774 Beyond Aristotle's Physics

This seminar will consider the relationship between Aristotle's *Physics* and his *Metaphysics*. One of the guiding questions will concern his views about the exact relationship between the projected science of First Philosophy and the special sciences, such as mathematics and physics. In the light of this and other related questions, we will conduct a close reading of some selected books from the *Physics* and the *Metaphysics*.

Offered Fall, 1987 John J. Cleary

Pl 777 Descartes and the Cartesian Tradition (F: 3)

A close analysis of the classical Cartesian positions on the self, God and the world as they are discussed in the *Meditations*.

Norman J. Wells

Pl 780 The Perfection of the Universe According to Aquinas (F: 3)

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology.

Oliva Blanchette

Pl 785 Critical Issues in Hegel's Phenomenology

The chief objectives of the present course are: (a) to locate the *Phenomenology* in the Hegelian system; (b) to identify the salient characteristics of Consciousness and Self-Consciousness, and especially those of Reason and Spirit; (c) to clarify the ambiguous and puzzling passages; (d) to re-examine the mutual implication of historicity and dialectics; (e) to investigate different forms of transition, especially the final transition from *Phenomenology* to *Logic*.

Offered Fall, 1987 Joseph L. Navickas

Pl 796 Seminar: Hegel's Logic

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and moving into the Logic of Essence, with special attention given to the method of Hegel's thought. Open only to graduate students.

Offered Fall, 1987 Oliva Blanchette

Pl 797 Seminar: Hegel's Logic II

Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature.

Offered Spring, 1988 Oliva Blanchette

Pl 799 Readings and Research (F, S: 3)

By arrangement The Department

Pl 800 Kant

A close reading of Kant's *First Critique*.

Offered Spring, 1988 Joseph L. Navickas

Pl 801 Thesis Seminar (F: 3-S: 3)

By arrangement The Department

Pl 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement The Department

Pl 804 Plato

An analysis of Plato's later dialogues in relationship to pre-Socratic philosophy.

Offered Fall, 1987 Hans-Georg Gadamer

Pl 805 The World of the Presocratics (S: 3)

This graduate seminar will attempt to explore the philosophical world of the Presocratic thinkers from Thales to Anaxagoras. We will begin with a brief survey of the leading Ionian thinkers, including Pythagoras, and then consider Heraclitus as the discoverer of the soul who reacted against this kind of cosmology. The core of the seminar will consist of a detailed examination of the long poem of Parmenides, together with a consideration of the famous paradoxes of Zeno as a codicil to the Parmenidean world-view. Subsequent thinkers, like Empedocles and Democritus, will be interpreted as trying to answer the Parmenidean challenge but in their different ways.

John J. Cleary

Pl 806 Kant's Third Critique

A close, textual examination of Kant's Third Critique and its subsequent influence in the history of art criticism.

Offered Spring, 1988 Jacques M. Taminiaux

Pl 810 Kant's Critical Philosophy

In the *Critique of Pure Reason* Kant defines the limits of coherent and valid thinking about experience and reality. This course will essay to present the genuine analytical and critical achievement of Kant's work. Emphasis will be placed on Kant's critical and transcendental idealism as a metaphysics of experience. Offered Spring, 1988

Richard T. Murphy

Pl 817 Aristotle's Posterior Analytics

In his *Posterior Analytics* Aristotle develops his notion of science which becomes that of Western civilization far into modernity. We examine what he means by demonstration, by the establishment of premises, by definition and by causal inference. We will also develop

how a misunderstanding on a series of points established the point of departure for modern methodology in Bacon and others.
Offered Fall, 1987 *Thomas J. Blakeley*

Pl 819 Kant and Hegel on Art (S: 3)
Textual examination of Kant's Third Critique and its influence on Hegel's Philosophy of Art.
Jacques M. Taminiaux

Pl 826 Wittgenstein, Ryle, Austin
Prerequisite: Pl 423
The major part of this course will take the form of a workshop whose aim is to provide a unified and coherent introduction into the thought of Ludwig Wittgenstein. Some possible implications of Wittgenstein's approach and method of philosophizing will be investigated by examining certain major works of Gilbert Ryle and J. L. Austin. Pl 423 or an equivalent introductory course in analytic philosophy is a desirable prerequisite.
Offered Spring, 1988 *Richard T. Murphy*

Pl 829 Towards an Ethics of Desire (F: 3)
Freud's discovery of the unconscious and his consequent insistence on the primordially of the pleasure principle force the philosopher to reconsider by attempting to situate Freud with regard to such thinkers as Aristotle, Kant and the Marquis de Sade.
William J. Richardson, S.J.

Pl 841 The Structure of Finite Being (S: 3)
A detailed analysis of the famous controversy on essence and existence and the problem of their distinction. The role of Suarez as an historian and critic of the "real distinction" will be examined.
Norman J. Wells

Pl 855 Seminar: Heidegger I (F: 3)
A close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time and being.
Thomas J. Owens

Pl 856 Seminar: Heidegger II
This is a continuation of the fall semester course (Pl 855) and open only to students who have participated in that course.
Thomas J. Owens

Pl 875 Husserl and Brentano
This course will introduce Edmund Husserl's phenomenology by investigating his historical and doctrinal connections with his most influential teacher, Franz Brentano. For Husserl began to formulate a pure phenomenology as he broke away from Brentano's psychology. Yet, Brentano's impact at this crucial juncture seems measurable. This investigation will focus on the empiristic orientation to be discerned in both philosophers. Accordingly, some attention will be given to the role classical British empiricism played in these developments.
Offered Spring, 1988 *Richard T. Murphy*

Pl 900 Husserl's Logical Investigations
A critical examination of the principal themes from Husserl's works on logic: the nature of meaning, the relationship between judgment and truth, and the ontology which meaningful discourse presupposes. An effort will be made to relate Husserl's approach to the contemporary analytical tradition.
Offered Fall, 1987 *Richard Cobb-Stevens*

Pl 911 Language and Psychoanalysis in Practice
The re-reading of Freud by J. Lacan includes a re-examination of Freud's case studies. This course will reflect on Lacan's theoretical conceptions insofar as they may be disengaged from his re-interpretation of Freud's major analyses and other clinical vignettes.
Offered Fall, 1987 *William J. Richardson, S.J.*

Pl 922 Heidegger and Phenomenology
An investigation of Heidegger's thought in its relationship to the phenomenological movement.
Offered Fall, 1987 *Hans-Georg Gadamer*

Pl 930 Critical Theory
An investigation of Critical Theory as it occurs in the so-called Frankfurt School. We will examine the foundations of Critical Theory in Marx and the developments of Critical Theory in Adorno, Horkheimer and Habermas.
Offered Spring, 1988 *David M. Rasmussen*

Pl 936 Capital: Volume I
A seminar on Volume One of *Capital*. The course will concentrate both on the methodology of *Capital* and the significance of the work for social philosophy.
Offered Spring, 1988 *David M. Rasmussen*

Pl 961 Seminar: Bioethics
A critical examination of the relation between technology and medicine and its ramifications in health care with special concentration on issues where this relation seems most crucial, such as specialization, transplant surgery, experimentation and health care management.
Offered Spring, 1988 *Olivia Blanchette*

Pl 966 De Anima: Aristotle and Aquinas
The issue is rational psychology and the thesis is that nowhere was it better developed than in the work of the Philosopher and his main medieval commentator. We will concentrate on Aristotle's book on the soul and on Aquinas' similarly named work. Seminar work will be done on the nature of the soul, its functions, its destiny; as well as on what has become of all these questions in the centuries since the heyday of rational psychology.
Offered Fall, 1987 *Thomas J. Blakeley*

Pl 985 Hermeneutics of Literature (F: 3)
An application of recent developments in phenomenology through the study and interpretation of major literary texts.
Hans-Georg Gadamer

Pl 990 Teaching Seminar
Required of all first and second year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.
Richard Cobb-Stevens

Pl 999 Doctoral Continuation
All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Physics

Faculty

Professor Robert L. Carovillano, A.B., Rutgers University; Ph.D., Indiana University

Professor Joseph H. Chen, B.S., Saint Procopius College; Ph.D., University of Notre Dame

Professor Baldassare Di Bartolo, Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert L. Becker, B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

Associate Professor George J. Goldsmith, B.S., University of Vermont; M.S., Ph.D., Purdue University

Associate Professor Solomon L. Schwebel, B.S., City College of New York; M.S., Ph.D., New York University

Associate Professor Rein A. Uritam, Chair-man of the Department A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Assistant Professor John H. Kinnier, S.J., B.S., A.B., A.M., Boston College; M.S., Catholic University of America; S.T.L., Weston College

Assistant Professor Francis A. Liuima, S.J., M.S., Boston College; Ph.D., St. Louis University

Research Professor Pradip M. Bakshi, B.S., University of Bombay; A.M., Ph.D., Harvard University

Research Professor Robert H. Eather, B.Sc., Newcastle, University College of the University of South Wales; Ph.D., University of South Wales

Research Professor Gabor Kalman, D.Sc., Israel Institute of Technology

Program Description

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a Master's degree must pass a qualifying examination (Master's Comprehensive) administered by the Department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson and normally shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than

three (3) credits of Ph 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (Ph 801). Required courses include: Ph 711, Ph 721, Ph 732, Ph 741 and Ph 707-708. The qualifying examination is essentially based on the contents of the first four of these courses and is normally taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public, oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses Ph 722, Ph 733, and Ph 742 are required.

M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: Ph 711, Ph 721, Ph 732, Ph 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the Department of Education, whose listings should be consulted for information.

Doctor's Program

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Graduate Affairs Committee with approval by the chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of this major field selection and the Chairperson shall appoint, with the approval of the Department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are: Ph 722, Ph 733, Ph 742; and four additional courses in distinct areas chosen from the graduate electives of the Department, or from other graduate departments with the approval of the chairperson. Ph 761 and Ph 771 are very strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within two years of entering the doctoral program, each student must take the Comprehensive Examination, normally offered each September. This examination, in principle, covers all of physics that a doctoral student can be expected to know at the end of two years of formal course work in the doctoral curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and is evaluated by this committee, with approval of the entire graduate faculty of the Department.

Research Area Examination

Within three months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and covers topics agreed to by the student and his Doctoral Committee as appropriate to prepare the student for research work in his area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the examination twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination, in addition to the course requirements, becomes a doctoral candidate.

Thesis

In consultation with the Doctoral Committee each student must submit the completed Outline of Thesis form to the chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

General Information

Waivers of Departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A variety of theoretical studies are conducted within the Department in areas such as space physics, plasma physics, and astrophysics, atmospheric physics; elementary particles, and current algebras; solid state and mathematical physics.

Experimental programs are mainly in solid state and space physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and M₁ and M₂ Mossbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Space research includes a variety of experimental projects and related data analysis efforts. These include auroral and airglow physics; space charge effects in satellite environments; electric current and field configurations at high latitudes; and radar studies of the upper atmosphere and ionosphere.

Boston College is a participating institution for available government fellowships and grants. The Department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics, atmospheric physics, and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

Course Offerings

With approval, courses numbered in the 600's may be elected by graduate students for credit.

Ph 610 Coherent Optics and Lasers (S: 3)

A course at the advanced undergraduate and graduate level; Huygen's principle, Fourier transforms, array theorem; image formation and impulse response, resolution, the transfer function, diffraction and interference with partially coherent light, image formation with coherent light, coherent optical data processing, holography, various types of lasers and their applications.

Joseph H. Chen

Ph 615 Astrophysics and Cosmology (S: 3)

The overall structure of the Universe: galaxies, clusters, stars. Outlines of general relativity. Principles of stellar evolution. Hydrostatic equilibrium, radiative transfer, nuclear processes. Late phases of stellar evolution: White dwarfs and neutron stars. Black holes.

Pulsars. Galactic structure. Quasars. Cosmological theories and their tests.

Koduvayur Narayana

Ph 621 Molecular Structure and Spectra (S: 3)

This course will present a treatment of the electronic, vibrational and rotational spectra of molecules and will relate spectra to the symmetry and structure of these systems. This treatment will include both absorption and emission of radiation, selection rules, and Raman scattering. Elements of chemical kinetics of simple molecules will also be presented.

Baldassare Di Bartolo

Graduate Courses

Ph 700 Physics Colloquium (S, S: no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

Ph 707-708 Physics Graduate Seminar I, II (S: 1-S: 1)

Discussion of special problems and topics from the current literature.

Robert Eather
- Robert Becker

Ph 711 Classical Mechanics (S: 4)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.

Robert Becker

Ph 721 Statistical Physics I (S: 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.

Gabor Kalman

Ph 722 Statistical Physics II (S: 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications.

Gabor Kalman

Ph 732 Electromagnetic Theory I (S: 4)

Physical bases for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.

Baldassare Di Bartolo

Ph 733 Electromagnetic Theory II (S: 4)

Radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field; selected applications.

Robert Carovillano

Ph 735-736 Techniques of Experimental Physics I, II (F: 3-S: 3)

A laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators and metals. Coherent and incoherent light sources; photoemissive, photoconductive, and photovoltaic transducers; analog-to-digital

and digital-to-analog converters; microcomputer interfaces; electrometers; lock-in detectors; spectrometers; cryostats; and laboratory magnets represent the kinds of apparatus which will be involved. The course will meet for six hours per week of laboratory work, and one hour of lecture.

George Goldsmith

Ph 741 Quantum Mechanics I (S: 4)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.

Pradip M. Bakshi

Ph 742 Quantum Mechanics II

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory.

Offered 1987-88

Ph 761 Solid State Physics I (S: 3)

Crystal structure and bonding, diffraction and the reciprocal lattice, thermal properties and lattice vibrations, the free-electron model, energy bands in solids, semiconductor theory and devices.

Joseph H. Chen

Ph 771 Plasma and Space Physics (S: 3)

This course examines comprehensively the plasma state of matter, with emphasis on space and astrophysical conditions. Topics include basic plasma concepts (Debye length, plasma oscillations, etc.), kinetic theory as it applies to the plasma state (plasma kinetics), and magnetofluid dynamics. Selected applications from magnetospheric, astro-, space, or ionospheric physics are chosen to illustrate the four main topics of the course: plasma transport phenomena, thermal and radiative processes in plasmas, plasma waves and instabilities, and electromagnetic waves in plasmas.

Pradip M. Bakshi

Ph 799 Readings and Research in Physics (S, S: credits by arrangement)

By arrangement

The Department

Ph 801 Physics Thesis Research (S: 3-S: 3)

A research problem of an original and investigative nature.

By arrangement

The Department

Ph 802 Physics Thesis Direction (S: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Research but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Ph 835-836 Mathematical Physics I, II (S: 2-S: 2)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions.

Solomon Schwebel

Ph 837 Mathematical Physics III

Green's functions, complex variables, linear operator theory and other topics.

The Department

Ph 847 Solid State Physics II (S: 3)

Dielectric and optical properties of solids, ferroelectrics, magnetic properties, superconductivity, topics in metallurgy and defects in solids.

Joseph H. Chen

Ph 901 Seminar: Space Physics (S: 3)

A selection of current research topics in space physics, such as: the solar wind, force free magnetic fields, wave-particle interaction, convection processes, reconnection.

Robert H. Eather

Ph 902 Seminar: Solid State Physics

A study of advanced topics in the theory of solid state.

The Department

Ph 903 Seminar: Magnetospheric Physics

A selection of current topics in magnetospheric physics, such as: auroras, magnetospheric structure, high latitude electric fields, pulsations, comparative planetary magnetospheres, magnetospheric-ionospheric coupling.

The Department

Ph 905 Seminar: Spectroscopy (S: 3)

Study of the fundamental principles of various spectroscopic techniques (NMR, EPR, absorption, luminescence, photoacoustics).

Baldassare Di Bartolo

Ph 906 Seminar: Atomic and Molecular Physics

Studies of atomic and molecular structures, molecular photophysics and flash photolysis.

The Department

Ph 907 Seminar: Plasma Physics

Plasma kinetic theory. Plasma response functions. Wave-particle interactions. Nonlinear effects. Turbulence. Radiation processes.

The Department

Ph 908 Seminar: Dense Plasmas

Statistical mechanics of dense plasmas. Equation of state. Response functions and transport coefficients. Bound states and ionization equilibria. Metallic plasmas.

The Department

Ph 910 Seminar: Topics in Physics (S: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

The Department

Ph 914 Seminar: Topics in Space Physics

A seminar course on advanced topics in space physics.

Ph 916 Seminar: Semiconductor Physics

Basic properties of intrinsic non-degenerate and degenerate semiconductors, effects of impurity levels, excess carrier behavior, radiative and radiationless recombinations, trapping of free carriers, junctions and devices.

Ph 950 Group Theory (S: 3)

Basic concepts; point symmetry groups; selected applications in quantum and elementary particle theory.

Pradip M. Bakshi

Ph 970 Quantum Mechanics III (S: 3)

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.

Rein A. Uritam

Ph 975 Many Body Physics

An introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods. Noninteracting and interacting Fermi and Bose systems; electron gas, nuclear matter, etc.; superconducting Fermi systems; response functions; many body Green function methods.

Ph 980 Elementary Particle Physics

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, field theory and recent developments.

Ph 992 Advanced Topics in Mathematical Physics

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

Ph 999 Physics Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit. Doctoral candidates must enroll each semester.

Political Science

Faculty

Professor Robert K. Faulkner, A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Professor David Lowenthal, A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Professor Marvin C. Rintala, A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Professor Robert Scigliano, A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Professor Peter S.H. Tang, A.B., National Chengchi University; A.M., Ph.D., Columbia University

Associate Professor Gary P. Brazier, B.S., Southern Illinois University; Ph.D., University of Minnesota

Associate Professor Christopher J. Bruell, A.B., Cornell University; A.M., Ph.D., University of Chicago

Associate Professor Donald S. Carlisle, A. B., Brown University; Ph.D., Harvard University

Associate Professor David A. Deese, B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Associate Professor Donald L. Hafner, A.B., Kalamazoo College; Ph.D., University of Chicago

Associate Professor Dennis Hale, A.B., Oberlin College; Ph.D., City University

Associate Professor Marc K. Landy, A.B., Oberlin College; Ph.D., Harvard University

Associate Professor David R. Manwaring, Chairman of the Department A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Associate Professor Kay L. Schlozman, A.B., Wellesley College; A.M., Ph.D., University of Chicago

Associate Professor Susan M. Shell, B.A., Cornell University; Ph.D., Harvard University

Associate Professor John T. Tierney, A.B., Johns Hopkins University; Ph.D., Harvard University

Assistant Professor Constance G. Anthony, B.A., University of California (Santa Cruz); M.A., Ph.D., University of California (Berkeley)

Instructor Eliza J. Willis, B.S.F.S., Georgetown University; Ph.D. (cand.) University of Texas at Austin

Program Description

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

There are several variants in the Master's program, all requiring ten courses with at least one course taken in three of the Department's four fields. The passing of a comprehensive examination completes the program.

Regular M.A. program Two courses (three, with permission) may be taken outside the Department, and credit for two courses may be received for writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Joint M.A. programs Students take four courses in Classics, Economics, or Law. (Other programs may be added.) A member of the outside department serves on the comprehensive examination committee.

Other programs The Department cooperates in the interdisciplinary program in American Studies, which also includes the departments of Economics, English, History, and Sociology, and in the program in a Master of Arts in Teaching (M.A.T.) with the School of Education.

The several Master's programs are designed for persons interested in teaching, pursuing the doctorate, and entering government or other public service. M.A. students take the same courses as doctoral students, and they may apply for transfer to the Ph.D. program during or at the end of their M.A. study.

Doctor of Philosophy Degree

The program entails sixteen courses (three or four a semester), about half of which, taken in a single field, constitute a major, and about

half of which, distributed over three fields, constitute minors. Study done in another department may be counted toward the major or may be substituted for one of the minors. Where appropriate, special fields of a student's devising may be offered in place of regular fields. Reading proficiency in one foreign language must be demonstrated.

Comprehensive examinations are taken at the end of the course program, after which students undertake their dissertations.

Admissions

Ph.D. applications must be completed by March 1, and decisions are made by April 1.

M.A. applications are reviewed as they are completed.

Financial Aid

The Department has several renewable grants for entering doctoral students. They carry full tuition remission and a stipend which is partly a fellowship and partly a research or teaching assistantship. It also has a Thomas P. O'Neill fellowship for an entering doctoral student interested in American Politics, which is either renewable or may be replaced by a regular grant.

In rare circumstances, the Department is able to offer some tuition aid to Master's students.

Course Offerings

Graduate Seminars

American Government

Po 701 Party Systems and Electoral Politics (F: 3)

This course will present an analysis of selected aspects of the nature and functioning of American political parties and their contribution to democracy in America. Special attention will be given to parties as electoral institutions. Topics to be covered include, among others, party organization, third parties, critical election theory, electoral reform and parties in government.

Kay L. Schlozman

Po 703 The U.S. Congress (F: 3)

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

Gary P. Brazier

Po 706 The American Founding (S: 3)

A study of the founding of the American regime, including the Constitutional Convention discussions, the Federalist, Anti-Federalist writings, and the writings of leading founders.

Robert Scigliano

Po 708 Judicial Politics

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics"—the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts.

Not offered 1986-87

David R. Manwaring

Po 709 American Judiciary

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject.
Not offered 1986-87 *Robert Scigliano*

Po 710 American Presidency

An historical and analytic development of the office and powers of the Chief Executive.
Not offered 1986-87 *Robert Scigliano*

Po 713 Metropolitan Area Government

An examination of several specific efforts undertaken in the United States and Canada to improve government in metropolitan areas. Considerable attention given to the important values held by urban dwellers that impede or promote metropolitan integration.
Not offered 1986-87 *Gary P. Brazier*

Po 718 Private Organizations and the Limits of Democratic Pluralism

This course will examine the myriad private organizations - corporations, trade associations, unions, professional associations, environmental and consumer groups, civil rights groups and so on - that are involved in American national politics, their relationships with both their constituents and policymakers; the techniques they use to influence political outcomes; and the implications of their activity for public life. Among the readings will be a number of major interpretations of the relationship of private to public power in American democracy including works by David Truman, Robert Dahl, Mancur Olson, Grant McConnell, James Q. Wilson, and Charles E. Lindblom.
Not offered 1986-87 *Kay L. Schlozman*

Po 720 Topics in Public Law: The Supreme Court as Policy-Maker

Not offered 1986-87 *David R. Manwaring*

Comparative Politics**Po 775 Topics in Soviet Politics**

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia.
Not offered 1986-87 *Donald S. Carlisle*

International Politics**Po 858 Chinese Foreign Policy (S: 3)**

A study of the basic principles and agencies for the formulation and execution of Chinese foreign policy. Particular attention is given to Chinese views and behavior toward the United States, the USSR, other developed countries, Communist-controlled states and developing nations. Impact on the United Nations, as well as international peace and security will be examined.
Peter S. H. Tang

Po 864 America in Vietnam (S: 3)

This course surveys American involvement in Vietnam from 1945 through 1975, with emphasis upon the war years and upon the "Lessons" that Americans (Left, Right, Center;

scholar, politician, military officer) have drawn from the war.

Donald L. Hafner

Political Theory**Po 908 Constitutionalism**

A consideration of the leading works that prefigure, formulate, revise, and criticize constitutional government. Readings will be drawn from works by Fortescue, Robert Smith, Machiavelli, Montesquieu, Locke, Hegel, and The Federalist.
Not offered 1986-87 *Robert K. Faulkner*

Po 909 The Political Philosophy of Montesquieu

Not offered 1986-87 *David Lowenthal*

Po 911 Aristotle's Politics (F: 3)

Christopher J. Bruell

Po 915 Francis Bacon and the Politics of Modernization

A study of Bacon's most obviously "civil and moral" works, especially the *Essays* and the *New Atlantis*. The seminar will propound and test a thesis: these are conspiratorial writings intended to bring about the economic, technological and humanitarian nation-states, blending masses with elites, that characterize much of modern politics.
Not offered 1986-87 *Robert K. Faulkner*

Po 924 Montesquieu's Spirit of Law (F: 3)

A careful reading of this classic work.
David Lowenthal

Po 926 Machiavelli's Prince and Plays (S: 3)

In addition to *Mandragola*, *Clizia*, and the *Prince*, the seminar will consider briefly contrasting accounts of ruling by Plutarch and Xenophon.
Robert K. Faulkner

Po 931 Shakespeare's Politics

Shakespeare's understanding of political life and its various forms as found in *Othello*, *The Merchant of Venice*, *Coriolanus*, *Julius Caesar*, *Henry V* and *Richard III* or other plays.
Not offered 1986-87 *David Lowenthal*

Po 935 Shakespeare's Politics II

Hamlet, *King Lear*, *Midsummer Night's Dream*, *Measure for Measure*.
Not offered 1986-87 *David Lowenthal*

Po 941 Natural Rights

A study of the meaning and basis of the idea of natural rights in Hobbes and Locke.
Not offered 1986-87 *David Lowenthal*

Po 944 Rousseau

Not offered 1986-87 *Susan Shell*

Po 946 Hegel (F: 3)

Susan Shell

Po 949 The Political Philosophy of Xenophon

A study of some or all of the following texts (depending on availability): *Education of Cyrus*, *Hellenika*, *Anabasis*, *Symposium*, *Memorabilia*.
Not offered 1986-87 *Christopher J. Bruell*

Po 953 Aristophanes and Socrates

The course will consider Aristophanes' understanding of the relationship between wisdom

and political society through a reading of the *Clouds*, *Frogs*, *Birds* and perhaps one or two other plays.

Not offered 1986-87 *Christopher J. Bruell*

Po 954 Political Philosophy and History: Thucydides

Not offered 1986-87 *Christopher J. Bruell*

Po 955 Readings in Classical Political Philosophy

Not offered 1986-87 *Christopher J. Bruell*

Po 956 Plato's Laws

Not offered 1986-87 *Christopher J. Bruell*

Po 957 Socratic Political Philosophy

Readings in the shorter Platonic dialogues and perhaps also in Xenophon.
Not offered 1986-87 *Christopher J. Bruell*

Po 958 Morals in Politics: Nicomachean Ethics and Prince

A consideration of the priority given ethics by Aristotle's political science, and of the chief criticisms made by Machiavelli.
Not offered 1986-87 *Robert K. Faulkner*

Po 961 Liberalism, Conservatism, and Marxism

A study of the classics of these modern political movements to determine their influence and worth. Readings selected from Locke, Federalist Papers, Mill, Burke, Marx and Engels, Lenin.
Not offered 1986-87 *David Lowenthal*

Po 962 Kant

Not offered 1986-87 *Susan Shell*

Po 963 German Idealism

A close study of the political thought of the German Idealists.
Not offered 1986-87 *Susan Shell*

Po 964 Machiavelli and Bacon

While Niccolo Machiavelli plans modern realistic states and nations, Bacon plans a realistic state of science and progress. The seminar explores these seminal plans and their connections. Works to be read: *Discourses on Livy*, *New Atlantis*, and portions of *Advancement of Learning and Essays*.
Not offered 1986-87 *Robert K. Faulkner*

Graduate-Undergraduate Seminars**Po 352 Seminar: Urban Politics**

Seminar in Political Biography. This seminar will study urban politics by studying the lives of city politicians, as recorded in biographies and autobiographies. Primarily these will be studies of mayors, but some lesser office-holders (aldermen, ward leaders, etc.) and some higher office-holders (governors) will be included for comparison. The study of political biography will provide an opportunity to study the motives, personalities, and careers of politicians at the level of local government; the cities themselves; and the institutional and political framework of city government. Subjects will include the following: James M. Curley of Boston; Al Smith, Fiorello LaGuardia, Robert Wagner, John Lindsay, William Tweed, and Carmine DiSapio, all of New York City; Ed Crump of Memphis; Tom Pendergast of Kansas City; Huey Long of Louisiana; Richard Lee of New Haven; and Kevin White of Boston.

Not offered 1986-87 *Dennis Hale*

Po 354 Seminar: Public Administration
Prerequisite: Po 308, Po 324, or permission of instructor.

This will be an advanced undergraduate seminar for those students wishing to pursue the subject of public administration beyond the introductory level. Among the topics to be considered are the following: the theory of administration; public administration as a government function and as a scholarly discipline; the nature of modern bureaucracy; the expanding apparatus of the central state; public budgets; recruiting and managing personnel in public agencies; and the distinctions among federal, state, and city administration. Readings will draw on case studies, scholarly journals, and the most recent books in the field.

Not offered 1986-87

Dennis Hale

Po 355 Internship Seminar: Policy and Administration in State and Local Government (F: 6-S: 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities. Given in both Fall and Spring.

Admission to this course is by application only (application forms are available in the Department office). Juniors and seniors are selected on a competitive basis, based on their fitness for assignment to public offices.

Gary P. Brazier

Po 360 Seminar: State and Local Government (F: 3)

This seminar explores state and local government in the United States. A major theme of the seminar will be the role that cities and states play in the American polity, and a major goal of the course will be an appreciation of the strengths and weaknesses of state and local government and a consideration of some of the alternatives to our present arrangements.

Dennis Hale

Po 362 Seminar: Political Economy and Public Policy

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives. Not offered 1986-87

Marc Landy

Po 364 Seminar: The New Deal and the Transformation of American Politics (F: 3)

This seminar examines the New Deal in terms of American political development. It includes an intensive examination of the specific political developments and of the role of FDR's political leadership in shaping those developments.

Marc Landy

Po 366 Seminar: Problems in Congressional Policy-making

This seminar offers an intensive examination of the nature of policy-making in the contemporary Congress. Special attention will be paid to the ways in which recent changes in the

institutional structure and political environment of Congress have affected the legislature's ability to enact effective policies. We shall consider the extent to which changes such as the decentralization of power in Congress have rendered it less capable of responding to broad national needs and less able to enact coherent or comprehensive legislation. We shall focus on the reasons for congressional hypersensitivity to outside pressures and on the consequences of the new entrepreneurial style of congressional policy-making.

Not offered in 1986-87

John Tierney

Po 368 Seminar: Legislative-Executive Policy-making

This seminar focuses on the policymaking structures and processes of Congress and the executive institutions (agencies as well as the president). Our concern is to understand the distinctive contributions each institution has to make in the various stages of public policymaking, from the initial identification of problems to the implementation and evaluation of policies. We shall examine how the roles of each institution are shaped by internal characteristics and by constitutional and political factors. We shall also pay attention to the ways in which the roles and capacities of each institution differ from one policy area to another.

Not offered 1986-1987

John Tierney

Po 370 Honors Seminar: War Powers and the Constitution (F: 3)

The roles of Congress and the President under the Constitution in the use of military force. The seminar will consider such uses at various time in American history, with special attention given to events following the Second World War. Several short papers will be assigned.

For honors students only.

Robert Scigliano

Po 371-372 Women in Political and Governmental Careers (F, S: 6 undergraduate; 3 graduate)

A year-long program designed to encourage and educate women in the intricacies and realities of the political world and to develop the skills necessary to seek appointive or elective office and employment in local, state or national government. Entry into this special program is by permission of the instructor.

Betty Taymor

Po 376 Seminar: Current Constitutional Issues (S: 3)

Examination of major controversies regarding constitutional role of American courts. Tentative topics include judicial activism/creativity vs. "original intent" interpretivism; jurisdiction, congestion and the problem of access; the Reagan/Burger "counterrevolution" in civil liberties; the rebirth of states' rights and economic liberty as issues.

David R. Manwaring

Po 452 Seminar: Topics in Latin American Politics (S: 3)

The topics covered in this seminar vary from year to year. During the 1986-1987 academic year we will discuss the current crisis in Central America. What are the origins, both national and international, of conflicts in the region? What roles are played by key actors, domestic (the military, economic elites, and guerrilla groups) and foreign (U.S. Congress,

U.S. President, Cuba and the Soviet Union). Is U.S. intervention justified? If so, in service of what ideals or interests? The seminar will examine the prospects for the peaceful resolution of the crisis.

Eliza Willis

Po 461 Seminar: Power and Personality

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Offered 1987-88

Marvin Rintala

Po 462 Seminar: Parties and Party Systems (F: 3)

Parties are often seen as the most powerful institutions in modern political systems. This seminar addresses four related questions: What is a party? What kinds of party are there? What is a party system? What kinds of party system are there? Class discussion will focus first on the major projects. The empirical data will come from modern, especially European, political systems.

Marvin Rintala

Po 555 Seminar: The Politics of World Hunger (F: 3)

The ability of a society to provide enough food for its members is an issue of fundamental social, economic, political, and moral significance. This seminar will consider hunger from each of these perspectives, but with the primary intent to assess how the political dimension affects and interacts with the others. The question which will serve as the organizing principle of the seminar is—How do political factors determine the causes and remedies of the problem of world hunger? Topics to be addressed include: imperialism and the colonial state, state building in the Third World, the rise of urban constituencies and the marginalization of rural classes, the role of agriculture in the politics of industrialized societies, socialist and capitalist models of agricultural development, international scientific and technological cooperation, bilateral and multilateral aid, the use of food as a tool of foreign policy, agricultural products and international trade.

Constance G. Anthony

Po 556 Seminar: On War (S: 3)

A course on the causes, nature, and outcomes of international crises and war. Surveys classic and modern works, including the evolution of conflict in the nuclear age. Analyzes nations' approaches to formulating grand strategy. Focuses on causes of war at the individual, national and international levels. Reviews the role of arms control in grand strategy and in reducing the probability of conventional and nuclear war.

David A. Deese

Po 558 Seminar: The State and the International System

This seminar examines the impact of the nation/state upon international politics, and of diverse international systems upon the

state. It considers European absolutism, democracy and socialism, personalism in the Third World, war, imperialism, revolution, international cooperation, nationalism and economic dependence and interdependence. The perspectives and theoretical traditions of both comparative and international politics will be addressed.

Not offered 1986-87

Constance G. Anthony

Po 561 Seminar: Theory in International Politics (F: 3)

An advanced seminar which explores the limits and possibilities of theory and analytical methods in international politics. Surveys the process of research and progress in political science. Reviews history of international studies. Focuses on theories about international systems and interaction among states, international regimes, and multinational corporations, and on theories about states and leaders. Reviews promising avenues of research and theory building.

David A. Deese

Po 651 Honors Seminar: Plato's Republic (S: 3)

Careful reading and discussion of the first and perhaps the greatest work of political philosophy devoted to the problem of justice and the just society. For honors students only.

Christopher J. Bruell

Po 654 Seminar: The Political Philosophy of Hegel

Undergraduate seminar. A close reading of Hegel's Philosophy of Right with special attention to such topics as community, war and peace, and the nature and limits of justice. Some background in political theory or philosophy is recommended.

Not offered 1986-87.

Susan Shell

Po 660 Seminar: The Thought of Mao Tse-Tung

A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad.

Not offered 1986-87.

Peter S.H. Tang

Po 664 Seminar: Political Argument

What must one keep in mind to speak and write in a political fashion -and what sacrifices of truth and candor might be required? This seminar examines such questions by considering two models: certain famous American speeches (by Washington, Jefferson, Lincoln, and F.D. Roosevelt), and a classic text, Aristotle's Rhetoric F.

Not offered 1986-87

Robert K. Faulkner

Po 666 Seminar: Politics, Art and Literature: The Russian Experience (S: 3)

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn.

Donald S. Carlisle

Undergraduate Courses Open to Graduate Students

American Politics

Po 302 American National Government (S: 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. Open to students seeking an introduction to American government and politics who have not taken Po 024 or Po 061 or advanced courses in general American politics.

Robert Scigliano

Po 303 The Modern Presidency

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of domestic steward with that of world leader. Note: not open to students who have taken Po 304 (now Po 317). Not offered 1986-87.

Marc Landy

Po 305 State and Local Government

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Not offered 1986-87.

Gary P. Brazier

Po 306 American Parties and Elections (F: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders.

Kay L. Schlozman

Po 308 Public Administration

This course will be devoted to an examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. Among the topics covered are: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; and public unionism. Among the major themes of this course are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the "sins" of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Not offered 1986-87.

Dennis Hale

Po 309 Congress and the Legislative Process (S: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include: the historical evolution of the Congress and its principal institutional changes; the political environment in which members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policymaking.

John Tierney

Po 310 Politics and the Administration of Justice

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. A discussion section will be run for graduate students, given sufficient demand.

Not offered 1986-87.

David R. Manwaring

Po 311 Urban Politics (F: 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

Dennis Hale

Po 312 Women in Politics (S: 3)

This course will examine various aspects of women's experiences in political, economic and social life in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Kay L. Schlozman

Po 314 Federal Regulation

The subject of this course is the various attempts by the federal government, dating from the beginning of our constitutional history, to regulate social and economic activities. The course contains a substantial historical component, since one of its goals is to understand how we got to where we are today. Specific subjects covered will include: economic regulation, including tariff policy and the promotion of domestic industry; regulation of the land, including the development of agricultural policy; regulation of the country's natural resources; regulation of business practices; regulation of the banking system; and regulation of "social relations." We will examine the goals and motives of the

regulators, and the means (mostly, but not exclusively, bureaucratic) which they have chosen to achieve their goals. The current controversy over the effectiveness of federal regulation will be carefully studied.
Not offered 1986-87. *Dennis Hale*

Po 316 Topics in American Politics: The President, Congress and the War Power
A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.
Not offered 1986-87 *Robert Scigliano*

Po 317 American Presidency (F: 3)
An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Not open to students who have taken Po 303.
Robert Scigliano

Po 318 Public Bureaucracies in the American Political System (F: 3)
Herbert Kaufman

Po 319 National Security Policy (F: 3)
An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills Departmental distributional requirement in either American or International Politics.)
Donald L. Hafner

Po 320 Debates on Civil Liberties
Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students.
Not offered 1986-87 *David Lowenthal*
David R. Manwaring

Po 321 American Constitutional Law (F: 3)
The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power and the Court's special role as protector of individual rights.
David R. Manwaring

Po 323 American Democracy
Prerequisite: Open to students in the French Immersion Program.
A study of the origins, institutions, and principles of American democracy. The course will be conducted in French, including readings and examinations. Selections will be read from Fustel de Coulanges, The Ancient City; Montesquieu, The Spirit of the Laws; Hamilton and Madison, The Federalist; Tocqueville, Democracy in America; and current writing on American politics.
Not offered 1986-87. *Robert Scigliano*

Po 325 Intergovernmental Relations (F: 3)
An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.
Gary P. Brazier

Po 327 Politics and Policies in Metropolitan Areas
An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.
Offered 1987-88 *Gary P. Brazier*

Po 329 American Political Ideas and Institutions
The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in The Federalist and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.
Not offered 1986-87. *Robert Scigliano*

Po 330 The Politics of Health Care Policy (S: 3)
This course examines how and why health policy issues become political issues and how federal health care policy has developed programmatically over the past thirty-five years, focusing on: biomedical research, Medicare and Medicaid, health maintenance organizations, health planning and regulation, and hospital cost containment. In our examination of each program area, we shall concern ourselves principally with the politics of congressional action, but shall also examine the role of interest groups, presidents, and executive agencies in shaping these policies.
John Tierney

Po 332 "The Great Rights": The First Amendment and American Democracy (S: 3)
Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies which they have fostered.
David R. Manwaring

Po 334 Politics of Environment (S: 3)
This course is organized into two units: the first devoted to natural resource questions; the second to pollution. In each case we begin by looking at alternative definitions of the problem at hand. Then we look at how the federal government is organized to treat the problems. Finally we examine the major policy issues at stake.
Marc Landy

Po 336 Pressure Groups: Organized Interests in American Democracy
This course will examine the nature and activities of the thousands of private organizations — corporations, trade associations, unions, professional associations, environmental and consumer groups, civil rights groups, and others — that are involved in Washington politics. Among the topics discussed will be the kinds of interests represented by organizations in the capital, the resources they mobilize for political action, the relations between the rank and file and the leaders of organizations, the techniques used to influence policy outcomes, the changing nature of pressure politics in Washington (including PACs and direct mail fundraising) and the impact of pressure politics on the way we are governed. Extensive use will be made of actual case material including the politics of Medicare, cigarette advertising and women's rights.
Not offered 1986-87. *Kay L. Schlozman*

Po 337 Judicial Process (S: 3)
A study of the American judicial process from the initiation of cases to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.
Robert Scigliano

Po 340 Public Policy (F: 3)
This course will examine public policymaking in America from both an analytic and developmental perspective. It will look at each of the great waves of policymaking which have occurred in this century and determine the relationship which each has had to contemporary problems and politics.
Marc Landy

Po 341 20th Century American Political Thought (F: 3)
This course will examine the works of several American writers of our century who have had interesting things to say about politics in general, or about American politics in particular. Some of the authors studied will be philosophers, some will be essayists, and some will be novelists. The menu is subject to last minute changes, but some of the writers to be considered will be Henry Adams, Josiah Royce, Herbert Croly, Louis Hartz, and Hannah Arendt.
Dennis Hale

Po 343 Politics and Inequality This course will consider the nature of political and social inequality and its relation to politics. Various bases of inequality—race, sex, class, age, caste—will be discussed. The course will also examine political demands for equality and the ways in which modern governments intervene in society to promote equality. Although illustrative materials will be drawn mainly from American politics, other nations—traditional and modern—will be discussed as well.
Not offered 1986-87 *Kay L. Schlozman*

Po 344 American Legal System
A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law

precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

Not offered 1986-87. *David R. Manwaring*

Po 348 Representation/Citizenship

These two topics of American politics will be the subjects of intensive examination, with about half the term being given to each. In the study of representation we will be interested in elective democracy and participatory (direct) democracy and in non-elective forms of representation such as bureaucratic and judicial representation. The study of citizenship will be concerned with the meaning of citizenship, how citizenship is gained and lost and the differences between citizens and aliens.

Not offered 1986-1987. *Robert Scigliano*

Po 349 Politics and the Media (F: 3)

An analysis of the mass media's impact on the workings of the American Political System. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc.

Marie Natoli

Comparative Politics

Po 405-406 Politics in Western Europe (F, S: 3)

A comparative analysis of political thought, action, and organization in Britain and France (Po 405) and in Germany, Sweden, and Switzerland (Po 406). Serves as an introduction to the study of comparative politics. Intensive core course; not open to freshmen.

Marvin Rintala

Po 407 The Government and Politics of East Central Europe (F: 3)

This course analyzes the political development as well as domestic and foreign policies of eight Communist-controlled countries of East Central Europe, namely, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Emphasis is placed on their Communist seizure of power, processes of Sovietization, as well as their relations among the Communist bloc countries and with non-communist countries. Special attention is paid to the character of the Party and state, quality and standing of the leadership, as well as formulation and evolution of the political, military, economic, social and cultural policies.

Peter S.H. Tang

Po 409 The Soviet Political System (F: 3)

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity.

Donald S. Carlisle

Po 410 Government and Politics of China (S: 3)

A survey of the ideological framework, historical development, organizational structure and

operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

Peter S. H. Tang

Po 412 Comparative Urban Politics (S: 3)

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Gary P. Brazier

Po 413 The Political Economy of Developing Countries (S: 3)

This course concerns the strategies developing countries adopt to promote economic growth, and the impact these choices have on equality, liberty and basic needs. We will look at the way political conditions influence the choice of alternative strategies for economic development, and how economic choices in turn influence the course of political life. After discussing basic approaches to the study of economic and political development, we will turn our attention to comparing recent experiences in Brazil, China, and Taiwan. In addition, each student will choose a fourth country for individual research.

Eliza Willis

Po 422 Crisis Politics: Violence, Revolution and War (S: 3)

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and total war in the twentieth century. Attention will also be given to the Vietnam episode and to events in America.

Donald S. Carlisle

Po 423 From Empires to Nations

Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. The modern continental empires such as the Austro-Hungarian and Russian will be dealt with. Also examined will be the British and French overseas imperial experiences. Finally, contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

Not offered 1986-87.

Donald Carlisle

Po 428 State and Society in Latin America (F: 3)

This course explores the sources of political instability and change in Latin America. Why have some states proven so strong while others have appeared so weak? What kind of relationship exists between government and the wider society? In answering these questions, we will examine the roles of both elites (party politicians, officer corps, business leaders, Church hierarchy) and masses (peasants, industrial workers, squatters). We will also consider the impact of foreign intervention, revolutionary movements, and military dictatorship on stability and growth in the region.

Eliza Willis

Po 434 Comparative Foreign Policy of Developed & Developing Nations (F: 3)

This course analyzes the general processes and patterns of foreign policymaking and applies these to several country cases, including the special constraints and problems confronting small states. Emphasizes a variety of domestic and international political actors, as well as traditional foreign policy-making bureaucracies. Focuses on three major substantive units: energy and security (demonstrating the frequent inseparability of political economy and national security issues); foreign security policy; and foreign economic policy.

David A. Deese

Po 436 African Politics

The modern African state is examined in relationship to its pre-colonial traditional roots, European Imperialism and the articulation of a structure of colonial rule, the development of political parties, the legacy of bureaucratic power, class and ethnic conflict, the pursuit of economic development, the growth of military government, the alternative of personalist rule, the possibility of revolution and the persistent challenge of external actors. The focus of this course is on the problem of state building in a context of cultural, social, economic, and political change.

Offered 1987-88.

Constance G. Anthony

Po 439 Leadership in Europe (F: 3)

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including: Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

Marvin Rintala

Po 440 The National Character of Politics (S: 3)

This course uses the concept of national character to understand European politics. It addresses such questions as: How has this concept been used and abused in the past? What is national character? Is this concept identical to the concept of political culture? Of what use in selected European cases is either concept? Case studies include the national character of politics in Britain, France, Germany, Italy, and Spain. The final question addressed by this course is: How useful are national character studies of politics outside Europe?

Marvin Rintala

Po 441 Social Forces in Western European Politics

Evaluation of the relative political significance of language, social class, generational and religious similarities and differences in Western Europe.

Not offered 1986-87.

Marvin Rintala

Po 442 The Political Institutions of Western Europe

A comparison of the functions and forms of suffrage, electoral systems (single-member districts or proportional representation), parties and party systems, legislatures, executives, types of states (parliamentary or presidential,

republican or monarchical) in Western Europe. The final institution considered will be the state.

Not offered 1986-87.

Marvin Rintala

International Politics

Po 501 International Politics (F: 3)

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

Po 504 International Politics of Europe: World War II to the Present (S: 3)

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

Donald L. Hafner

Po 506 Soviet Foreign Policy (S: 3)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries; (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country", the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Donald S. Carlisle

Po 507 International Communist Movement

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Not offered 1986-87.

Peter S.H. Tang

Po 509 International Organization (F: 3)

The study of international organization is the study of international cooperation. Multilateral relations amongst states have been structured with the assistance of international institutions. World order was a new idea in the nineteenth century when diplomacy was carried out largely through bilateral means. Today the call for greater international cooperation must be examined in the light of a century and a half of international institutional development. In this course a variety of perspectives will be examined—from the view that international organizations are captives of their member states to the notion that they are the basis for a future world government.

Constance G. Anthony

Po 512 Sino-Soviet Relations (F: 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

Peter S.H. Tang

Po 516 American Foreign Policy (S: 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Donald L. Hafner

Po 522 Politics of the Third World: Communism, Nationalism and Modernization (S: 3)

A study of the interaction of nationalism and cold war politics in the economic and political development of countries in Asia, Africa and Latin America. Subjects dealt with include the relevance (as seen by both sides) of communist ideology to problems of nation-building and development; indigenous movements such as pan-Africanism and pan-Arabism; Sino-Soviet competition for support from the national liberation movement; and the evolution of American, Soviet and Chinese policies toward selected countries such as India, Cuba, and the Congo, as well as local conflicts such as the Arab-Israeli confrontation.

Peter S.H. Tang

Po 525 Introduction to International Political Economy (F: 3)

Reviews the three contending classical approaches to the study of international political economy; liberalism, Marxism and mercantilism. Focuses on international trade, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination to the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

David A. Deese

Po 536 North-South Relations (S: 3)

This course examines the role of the Third World in the international system. Topics include new trade regimes, the debt crisis, technology transfer, development assistance, labor migration, refugees, nuclear and conventional arms diffusion, guerrilla war, and civil intervention. Theories of imperialism, fundamental system change, and balance of power politics will be considered.

Constance G. Anthony

Po 538 Advanced Topics in International and Comparative Political Economy (S: 3)

Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy. Applies emerging theory and modern history to the questions of America's international position in the late twentieth century. Explores possible patterns in the rise and decline of empires and preeminent nations; lessons from periods of British preponderance; extent of current U.S. decline and implications for peaceful change and war in the international system.

David A. Deese

Political Theory

Po 601 Introduction to History of Political Philosophy

An introduction to the history of political philosophy. Readings will include works of Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Nietzsche.

Not offered 1986-87

Susan Shell

Po 604 Problems of Liberal Society (S: 3)

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue.

David Lowenthal

Po 606 Foundations of Modern Political Philosophy (S: 3)

An introductory consideration of a few seminal works that have shaped subsequent theories and, to some extent, modern civilization. Readings for 1986-87 will be drawn from works of Machiavelli, Montesquieu, Bacon, Burke, Locke, and Nietzsche.

Robert K. Faulkner

Po 609 American Political Thought

A study of the fundamentals of American politics, as revealed in the speeches and writings of statesmen and commentators. Readings will be drawn from the works of Benjamin Franklin, Alexander Hamilton, John Calhoun, Abraham Lincoln, Frederick Douglass, Woodrow Wilson, F. D. Roosevelt, and selected contemporary figures. A graduate section may be offered.

Not offered 1986-87

Robert K. Faulkner

Po 612 Political Philosophy of Plato (S: 3)

A study of Plato's view of the best form of government—what are its chief features; how would such a society differ from ours; what can we learn from Plato's treatment about the effect of politics on our lives?
Reading: Plato's *Republic*.

Christopher J. Bruell

Po 615 Socrates and Athens

A reading of some of the first-hand accounts of Socrates' activity as the first political philosopher. What questions were of concern to him, and how did his examination of those questions bring him into conflict with Athens and set him on the course that led to his trial and execution? Readings drawn from the dialogues of Plato, the Socratic works of Xenophon, and (occasionally) the plays of Aristophanes. No previous background in political theory is required.

Not offered 1986-87.

Christopher J. Bruell

Po 616 Modern Political Theory

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings will be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche.

Not offered 1986-87

Susan Shell

Po 617 Introduction to the Philosophy of Law

An introduction to philosophical thought about the law. The course will begin with consideration of the debate about the relations

between law and morality and about the possibility of permanent standards in law and politics; several readings on these problems will be drawn from the works of writers influential in contemporary thought, politics and law. The major part of the course will be devoted to study of these same problems as they are discussed in several of the classic works of political philosophy.

Not offered 1986-87 *The Department*

Po 619 Fundamentals of Classical Political Philosophy (F: 3)

An introductory course which examines some of the most famous works of classical political philosophy (especially Aristotle's *Ethics* and *Politics*) to see how they address the basic problems of politics: what are the characteristics of the various forms of government and which one is best; what is justice; what are the causes of revolution; what is the relation between politics and the quality of life; what are the strengths and weaknesses of democracy; and so on.

Christopher J. Bruell

Po 621 Topics in Classical Political Philosophy

Readings will be chosen for their relation to one or more central themes, for example: modern criticisms of classical political philosophy (Machiavelli); war and peace (Thucydides); education and political leadership (Xenophon, Aristophanes, Plato); politics and literature (Homer, Euripides, Aristophanes). No previous background in political theory is required.

Not offered 1986-87. *Christopher J. Bruell*

Po 627 Shakespeare's Political Wisdom I (F: 3)

Tragedy and Comedy: *Hamlet*, *King Lear*, *Macbeth*; *Midsummer Night's Dream*, *Measure for Measure*, *The Tempest*.

David Lowenthal

Po 628 Shakespeare's Political Wisdom II (S: 3)

Rome and England: *Coriolanus*, *Julius Caesar*, *Antony and Cleopatra*; *King John*, *Henry IV*, *Henry V*, *Richard III*. (May be taken separately from Po 627.)

David Lowenthal

Po 631 Ethics and Politics

To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in disputes between hard-hearted realists, who calculate as to balances of power and national interest, and concerned idealists, devoted to human rights and peace. Readings will be drawn from contemporary disputes, and from writings of Machiavelli, Bacon, Nietzsche, Xenophon, and others.

Not offered 1986-87 *Robert K. Faulkner*

Po 634 Contemporary Political Theory

A consideration of 20th Century political theory with special attention to Nietzsche and his legacy.

Not offered 1986-87 *Susan Shell*

Po 638 Political Idealism

This course will examine the meaning of idealism in modern politics. Readings will include topical selections and works by such authors as Kant, Thoreau and Weber.

Not offered 1986-87 *Susan Shell*

Special Graduate Courses

Po 799 Reading and Research (F, S: 3, 3)

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

By arrangement *The Department*

Po 801 Thesis Seminar (F, S: 3, 3)

By arrangement *The Department*

Po 802 Thesis Direction (F, S: 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement *The Department*

Po 998 Doctoral Comprehensive

The Department

Po 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Psychology

Faculty

Professor Ali Banuazizi, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Professor Joseph R. Cautela, A.B., Boston College; A.M., Ph.D., Boston University

Professor Marc A. Fried, Director of Psycho-Social Studies B.S. City College of New York; Ph.D., Harvard University

Professor Murray Horwitz, B.S.S., College of the City of New York; Ph.D. University of Michigan

Professor William Ryan, A.B., Ph.D., Boston University

Associate Professor Daniel J. Baer, A.B., LaSalle College; A.M., Ph.D., Fordham University

Associate Professor Norman H. Berkowitz, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Associate Professor Donnah Canavan-Gumpert, A.B., Emmanuel College; Ph.D., Columbia University

Associate Professor Randolph Easton, Chairman of the Department B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Associate Professor Peter Gray, A.B., Columbia University; Ph.D., Rockefeller University

Associate Professor Marianne LaFrance, A.B., University of Windsor; A.M., Ph.D., Boston University

Associate Professor G. Ramsay Liem, A.B., Haverford College; Ph.D., University of Rochester

Associate Professor Michael Moore, A.B., A.M., Ph.D., Harvard University

Associate Professor Michael Numan, B.S., Brooklyn College; Ph.D., University of Chicago

Associate Professor Michael Saks, B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

Associate Professor Joseph J. Tecce, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Associate Professor Ellen Winner, A.B., Radcliffe College; Ph.D., Harvard University

Assistant Professor William M. Nasby, B.A., Brown University; Ph.D., Harvard University

Assistant Professor Karen Schneider-Rosen, B.A., Brandeis University; Ph.D., Harvard University

Assistant Professor M. Jeanne Sholl, B.S., Bucknell University; M.S., Idaho State Univ., A.M., Ph.D., Johns Hopkins University

Program Description

The Ph.D. Program in Psychology at Boston College is designed to enable students to pursue full-time advanced study and research on social issues and cognitive processes from an ecological perspective. Students are admitted whose interests fall within one of the two main concentrations of the Program (the social concentration or the cognition/perception concentration), are consistent with the Program's ecological perspective, and who have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program is designed both for students who seek employment in nonacademic settings, such as government agencies, industry, human services, health, and educational institutions and for those who wish to pursue academic careers. The aim of the faculty is to provide an intellectual environment that allows students to pursue their own educational and research objectives to the fullest extent. In part this is accomplished by maintaining a very low ratio of students to faculty: The number of students admitted each year is deliberately kept small enough to maintain a favorable student-to-faculty ratio of about 1 to 1. As a consequence, it is possible for each student to work with a small group of faculty members to develop his or her own educational curriculum.

The Ecological Perspective

While faculty and students in the Program are involved in a wide range of individual research pursuits (described later), they share a commitment to an "ecological perspective," which cuts across the various research specialties. What this means is that the members of the Program place more than the usual emphasis on the real-life contexts of the issues and processes that they study. In planning and carrying out research on any psychological process, no matter how narrowly or broadly the process is defined, the ecological perspective encourages the researcher to be continuously concerned with the contexts in

which the process normally operates in people's lives.

This does not mean that the Program is concerned only with applied research. Indeed, it is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in which human behavior and experience take place, and, conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

The Two Concentrations

The research specialties of the faculty and students in the Program fall into two broad categories.*

Concentration in social issues and processes

Faculty and students in the social concentration are involved in a broad spectrum of studies, ranging from basic aspects of human interaction and communication, at one end, to studies of social institutions and processes that link the individual to the larger community, at the other. Most of the faculty involved in this concentration are attempting to develop and improve basic psychological theory through work in real-world settings. Some are involved directly in studies of community issues and problems. Included among these are studies of the psychological consequences of social stratification, of minority status, of type of housing, and employment or unemployment, and of type of education. Other work at the community level includes studies of the interface between law and psychology in judicial decisions, studies of democratic values and ideals in relation to institutions such as schools, and cross-cultural studies designed to develop social indicators for measuring quality of life. At a more individual level of analysis are studies of the origins and resolution of conflict between individuals in families and other groups; studies of the psychological and interpersonal consequences of child maltreatment; studies of the psychological and social origins of self esteem; and studies of human communication, both verbal and nonverbal, with emphasis upon effects of age, gender, and ethnicity.

Concentration in cognition and perception

Broadly speaking, faculty in this concentration have been studying mental processes, their development, and their application to a variety of common human settings and problems. Areas of study include basic processes of perceptual organization with application to intersensory substitution in the visually handicapped; cognitive processes in reading with application to reading disorders; individual learning styles with application to development of educational settings; the human sense of direction with application to mapping and navigational problems; neuropsychological studies of attention with application to attentional changes in aging and in disorders such as Alzheimer's disease; information-processing consequences of mood states; the relation between cognition and affect in developmental psychopathology; and the development of art, language and other mental abilities in children.

In both the Social and Cognition concentrations, the relation between basic and applied research is a reciprocal one—the knowledge gained from observing the human problem, or the setting in which a behavior normally

occurs, contributes to the development of basic understanding of the mental process, which in turn contributes to potential application.

***Specific faculty research interests are available from the Department upon request.**

The Program Structure

The Ph.D. Program has a flexible and mainly tutorial structure. The assumption is that each student has a different set of interests and educational objectives, and comes with a unique background of previous learning. After initial consultation with the faculty, the student selects a major advisor and with that person, selects two other faculty members as adjunct advisors. These three faculty members constitute the student's advisory committee, who work with the student to help design a specific program of studies, including coursework within and outside the Psychology Department, research apprenticeships, fieldwork, and, most important, independent research leading to the doctoral dissertation. While the content of each student's work is different, there are certain common elements to the work of all students in the Program, as described in the following paragraphs.

Courses and research workshops

The only required courses in the Program are (1) a two-semester research methods and statistics course dealing with both experimental and nonexperimental methodology and data analysis; and (2) a two-semester Proseminar in Psychological Theory, with an emphasis on the ecological perspective. Both of these courses are taken during the student's first year in the Program. Other courses are selected by the student, with his or her advisory committee, to be consistent with the student's research and professional objectives. It is expected that students' educational needs will often carry them across traditional disciplinary boundaries, so that taking courses in other departments in the University will be quite common. Boston College requires that Ph.D. candidates complete a total of at least 54 credits of academic experience (equivalent to 18 one-semester courses), but these credits can be earned through such means as tutorials, research workshops, and independent research, as well as through formal courses.

Starting in their first year, students will also participate in one of the two research workshops representing the two concentrations of the Program: the Social Workshop and the Cognition/Perception Workshop. These workshops are coordinated by the faculty and advanced graduate students in the Program and are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved in the two concentrations. While the primary responsibility for supervising the student's work lies with the major advisor, students are expected to continue to attend and contribute to the research workshop for the entire duration of their study in the Program. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings.

Fieldwork

Consistent with the Program's ecological approach is the encouragement of students to

confront the psychological and social processes that they are studying as they occur in settings other than the Boston College Psychology Department. Toward this end, all students are required to spend one full semester or its equivalent in a field setting that would provide them with an alternative view of the processes that they are studying, and would also provide them with first-hand knowledge of the opportunities, problems, and constraints associated with field research generally.

Independent research and dissertation

The *sine qua non* for achieving the Ph.D. degree is the proven ability to design and conduct independent scholarly research, to communicate that research in clear and concise prose in a doctoral dissertation, and to defend the research as a mature scholar in oral exchange with the faculty. It is the dissertation research that provides a significant focus around which many other aspects of the student's graduate education revolve. Students are expected not only to acquire the very specific skills and knowledge needed to carry out their dissertation research, but are also expected to acquire the broader knowledge needed to embed their research in an appropriate scholarly context. Students are expected to have some idea of the kind of research they wish to conduct when they first apply to the Program, and during their first year they are expected to sharpen and focus their research interests. By midway into the second year, all students should be directly involved in their dissertation research. The culmination of this work, scheduled to occur in the fourth year, is an oral defense of the dissertation in front of the faculty and students of the Program.

Financial Support

Students admitted to the Program are eligible for an annual stipend of \$4,000 plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of a research assistantship during the first two years of study and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected so as to be consistent with the student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work. In occasional cases of special need, students may accept additional part-time employment, either inside or outside the University, if it can be shown that such employment will not interfere with satisfactory completion of work to the Ph.D. within the four-year period.

Application to the Program

To apply for the Ph.D. Program you should submit the following items to the Admissions Office, Graduate School of Arts and Sciences, Boston College, Chestnut Hill, MA 02167.

- Application form A1, with application fee.
- Application Form 2.
- Official college transcripts.
- At least two letters of reference from people who are knowledgeable about your potential for research and scholarship. These should be sent directly by those who write them.
- Scores from the Graduate Record Examinations and the Miller Analogy Tests.
- A short (two to three pages, maximum) statement of your interests as they relate to

the Ph.D. Program. This statement should include your reasons for undertaking graduate education, and give some indication of the psychological processes or issues that you are most interested in studying.

Course Offerings

Doctoral Program

Ps 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

Ps 608 Multivariate Methods and Statistics (S: 3)

Prerequisites: Ps 606; consent of instructor

The "general linear model" provides a unifying theme throughout the course and highlights the relationships and similarities between a diverse range of univariate and multivariate statistical techniques and methods. More specifically, the course extends the "general linear model" of estimating parameters and testing hypotheses from the univariate to the multivariate case. Topics include: the summary of raw and transformed multivariable data, multiple correlation and regression, canonical correlation, principal components, analysis of variance (with equal and unequal subclass frequencies), analysis of covariance, discriminant analysis, and step-down analysis. Applications of multivariate techniques and methods to *conceptualize* research questions receive special emphasis.

William Nasby

Ps 609 Clinical Psychology

Prerequisite: Consent of instructor

Issues associated with the treatment of psychological disorders will be addressed, including the nature of mental health, the distinction between normality and pathology, the definition of change and the processes by which change occurs, the therapeutic relationship and the factors influencing the course and outcome of psychotherapy. Several different schools of psychotherapy will be discussed, with an emphasis on the theoretical assumptions and implications of each perspective. Moral and social dilemmas confronted by mental health professionals will be addressed. Research problems with clinical populations, and studies on the effectiveness of psychotherapy, will be reviewed.

Not offered 1986-87

Karen Schneider-Rosen

Ps 612 Social Cognition

Prerequisite: Consent of instructor

This course will focus on recent advances in the area of social cognition with special consideration of such topics as attribution theory, perceived control, social schemata, and ordinary explanations of social behavior. The course will provide a critical overview of the theories and methods in social cognition as well as application to such areas as victimization, prejudice, and coping.

Not offered 1986-87

Marianne LaFrance

Ps 621 History and Theories of Psychology (F: 3)

Prerequisite: Consent of instructor

Survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology.

Ali Banuazizi

Ps 622 Democratic Values in Education and Child-Raising

Prerequisite: Consent of instructor

How can we educate and raise children so that they grow up to behave most effectively and morally in a democratic society? This will be the central question from which we will examine various theories of education, child development, and childrearing. (Seminar open to graduate students in Education, Counseling, and Psychology as well as to select undergraduates.)

Not offered 1986-87

Peter Gray

Ps 624 Seminar in Public Policy

Prerequisite: Consent of instructor

"The Law" is in essence a system for trying to manage society and its problems in a reasonable and effective way. Assumptions about human behavior unavoidably underlie virtually all of the Law, the legal process, and the legal system. As the law's beliefs about society's needs change or its beliefs about human behavior change, the law changes. In this seminar, interdisciplinary teams of law and social science students will have an opportunity to enlighten some legal institution about some problem. Each team will: select a problem of interest to them; identify an agency of government where a change of policy on that question is possible (typically a legislative committee, a regulatory agency, or a court with relevant litigation pending); inform themselves about the policy and its status, critically review the empirical research literature germane to the issue, and draft and deliver the results of their findings in the appropriate form to the appropriate forum (e.g., testimony to a legislature, memorandum to a regulatory agency, or brief to a court).

As a result of the course, students will become knowledgeable about a particular substantive problem, think about the possibilities and limits of connecting policy with empirical social science evidence germane to the policy, and personally experience an effort to change public policy through the offering of persuasive evidence.

Not offered 1986-87

Michael J. Saks

Ps 625 Law and Psychiatry

Prerequisite: Consent of instructor

Explores the significant areas of interaction between the legal and psychiatric disciplines, including the insanity defense; disposition of the mentally ill offender; treatment of sex

offenders and dangerous offenders; civil commitment; right to treatment; alternatives to incarceration; divorce and child custody.

Not offered 1986-87

Charles H. Baron

Michael J. Saks

Ps 633 The Dynamics of Stress and Adaptation

Prerequisite: Consent of instructor

Stress has been invoked to explain a wide range of major and minor forms of malfunctioning in physical health, mental health, and social behavior. This seminar will examine the evidence for the thesis that stress is a primary influence on these phenomena. In developing a model for understanding the dynamics of stress, attention will be devoted to the varieties of stressful experiences, their different consequences, and the intervening significance of psychological and social processes. The significance of different forms of coping and adaptation for dealing with stress will be evaluated.

Not offered 1986-87

Marc A. Fried

Ps 637 Seminar in Developmental Psychopathology

Prerequisites: Ps 136 and Ps 139

In this seminar, an exploration will be made of the origins, nature, and course of psychological disorders at various ages. Psychological disturbance will be studied in terms of deviation from normal functioning. Interrelationships between cognitive, social, and emotional development in normality and pathology will be examined. Theoretical and empirical issues in the area of developmental psychopathology will be discussed.

Not offered 1986-87

Karen Schneider-Rosen

Ps 638 Child Development

Prerequisite: Consent of instructor

We will examine age differences in the personality structure and cognitive and social behavior of the developing child. We will pay particular attention to the relation between the way our society provides for children and our scholarly understanding of the way children develop. The course will be organized around students' presentations of topics that reflect their interest in child development.

Not offered 1986-87

Michael Moore

Ps 643 Perception

Prerequisite: Consent of instructor

The course will compare two major theories of perception—Helmholtzian unconscious inference versus Gibson direct pick-up. The role of perceptual constancy, ambiguity and illusion for each theory will be explored. In addition, the consequences of each theory for an understanding of mental imagery (spatial thought, memory and dreams) will be considered. Finally, the consequences of each theory for general models of psychological process will be discussed.

Not offered 1986-87

Randolph D. Easton

Ps 647 Cognitive Psychology

Prerequisite: Consent of instructor

In this course, we will explore the "cognitive revolution" that has taken place in psychology in the past few decades. Topics to be investigated include memory, language, concept formation, mental imagery, attention and consciousness, reasoning, and problem solving and creativity. We will explore the contributions of artificial intelligence (computer simulation) to the understanding of these topics.

Not offered 1986-87

Ellen Winner

Ps 648 Cognitive Neuropsychology

Prerequisite: Consent of instructor

Theoretical descriptions of memory, language, and spatial ability developed within the fields of cognitive psychology and psycholinguistics are applied to the study of the behavioral deficits that often accompany damage to the brain. This approach is used as a tool to constrain psychological theory and explicate the nature of the mental structures and processes that underlie complex human behaviors.

Not offered 1986-87

Jeanne Sholl

Ps 669 Childrearing and Education: A Psychobiological Perspective (S: 3)

In this course we shall examine parent-child and teacher-child relationships from the broad vantage points of evolutionary theory, comparative psychology, and comparative anthropology. What can we learn about these from cross-cultural studies? Education, defined as the process of cultural transmission, is what sets us apart from other animals. What special human instincts, both in the child and in the adult, provide the basis for cultural transmission? What implications can we draw for the practices of childrearing and education in our society? This course will operate as a seminar. The instructor will present his own point of view regarding the questions raised here, and each student will read independently and make presentations to the class on these issues. The course is designed primarily for graduate students and upper-division undergraduate students in psychology, sociology, or education. No special biological background is required.

Peter Gray

Ps 670 Evolution of Behavior

Prerequisite: Consent of instructor

Psychology generally deals with the short-term behavioral adaptations to the environment, which occur within the life span of the individual. In this course we will deal with long-term adaptations, which occur through the process of natural selection during the evolutionary history of the species. We will deal primarily with the evolution of behavior in nonhuman animals, but with an eye always for general principles that can be applied to an understanding of humans, as well. A central question in the course will be, what, if anything, is human nature? The course content will include selective coverage of material in the areas of behavioral ecology, ethology, sociobiology, and behavior genetics.

Not offered 1986-87

Peter Gray

Ps 677 Social and Economic Contexts of Psychological Well-Being (S: 3)

Prerequisite: Consent of instructor

The purpose of this seminar is to examine psychological well-being as one indicator of the quality of life in different sectors of the society. Special emphasis will be given to the economic sphere particularly in regard to the impact of macro and more localized economic change on workers. Research will be critically examined for its substantive contributions to explaining the social contexts of human functioning and the usefulness of its methodologies for understanding the basic individual/society relationship. Students will be encouraged to develop comprehensive knowledge of research and theory in an area of their choosing that addresses the basic themes of the seminar.

Ramsay Liem

Ps 703-704 Social Processes Research Workshop (F: 3-S: 3)

Ali Banuazizi

Ps 705-706 Cognitive Processes Research Workshop (F: 3-S: 3)

Peter Gray

Workshops are designed primarily to permit an exchange of research and theoretical interests of faculty and students. All participants share in the presentation and discussion of their work. In addition, recent developments in the literature of mutual interests will be reviewed and critiqued.

Ps 753 (Ed 541) Dynamics of Family Life (F: 3)

Prerequisite: Consent of instructor

This seminar will examine theory and practice in social psychology with special reference to family processes. Topics considered include interpersonal relationships among family members, dynamics of the family as a face-to-face group, the interaction of individual and family life cycles, and the impact of intergroup and community factors upon family functioning. Applications of theory will focus on methods of conflict resolution and on interventions designed to improve the quality of family life such as family therapy, counseling and training.

Murray Horowitz

Ps 758 Social Inequality and Social Policy (S: 3)

An examination of competing conceptions of equality and inequality as they bear on questions of social policy. Specific issues (e.g., affirmative action, comparable worth, feminization of poverty) will be analyzed within this framework. Seminar format with active participation of students required.

William Ryan

Ps 770-771 Proseminar: Psychological Theories and Systems (F: 3-S: 3)

This is a core proseminar for the graduate program which reviews the basic conceptual, propositional, and empirical foundations of classic and contemporary psychological theories. Primary emphasis will be given to the theories as systematic approaches to diverse spheres of psychological functioning and will especially be concerned with providing the basis for examining cognitive and social processes from an ecological perspective.

Marianne LaFrance

Two Summer Human Interaction Institutes:**Ps 824 Resolving Conflict: Interpersonal and Intergroup**

This workshop offers theory and practice in dealing with the conflicts that arise in social interaction between individuals or groups. Topics include the processes leading to constructive versus destructive conflicts, the role of attributions in generating relational conflicts, methods for preventing or de-escalating interpersonal and intergroup conflict, including third-party interventions. This experience-based workshop combines lectures and exercises in a design that enables participants to make individualized applications in areas of interest to them.

Workshop conducted on two consecutive weekends. June 6-8 and June 13-15. For

further information, contact the Boston College Summer Session, 314 Fulton Hall.

Murray Horowitz

Ps 825 The Social Self: Group Influences on Personal Identity

The subject of this workshop is how membership in the distinctive societal groupings—defined by ethnicity, race, sex, age, religion, social class, ideology—affects the way individuals perceive themselves and deal with others. The workshop looks at intergroup relations and the psychology of the social self to aid in understanding personal identities in a heterogeneous society. Participants examine their own life histories, socio-identities, and social relationships in a guided process of self inquiry.

Donnah Canavan
Murray Horowitz

Institute of Religious Education and Pastoral Ministry

Faculty

Claire Lowery, R.S.C.J., Acting Director and Adjunct Assistant Professor of Theology and Pastoral Ministry and Coordinator of Pastoral Ministry Program

Padraic O'Hare, Associate Director, Institute of Religious Education and Pastoral Ministry, Adjunct Associate Professor in Theology and Religious Education

Mary C. Boys, S.N.J.M., Associate Professor of Theology and Religious Education

Thomas H. Groome, Associate Professor of Theology and Religious Education

Program Description

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to the academic and practical formation of religious educators and other ministers. The Institute combines the resources of the Theology Department, the School of Education, other schools of the University, and its own core Religious Education and Pastoral Ministry faculty, together with the opportunity for cross-registration in the Boston Theological Institute to serve religious educators and other ministers in the scholarly and practical development of theological and ministerial insights and skills. The Institute offers a Master of Education degree (M.Ed.) in Religious Education and the Certificate of Advanced Educational Specialization (C.A.E.S.) and the Master of Pastoral Ministry (M.A.).

Master of Education in Religious Education (M. Ed.)

Participants in the Master of Education program pursue studies in religious education, theology and Bible. Programs are designed with attention to the background and aspirations of individual students. Candidates for the Master's degree in Religious Education study a variety of fields, including systematics, ethics, social ethics and biblical studies. They also participate in rigorous coursework which examines the theological, historical, ethical,

biblical and social science foundations of religious education.

In addition to fulfilling core area distribution requirements, students with little or no prior ministerial experience are required to participate in certain other programs. For academic year students, these are Field Education and Supervised Practicum and the non-credit workshop, Practice of Education in the Parish Context. For summer students, participation in the six-week field education program fulfills the requirement. Field education courses are open to all students and recommended even for those with professional experience.

The M. Ed. in Religious Education normally requires the successful completion of 36 credit hours of coursework for academic year students. Because of differences in the credit value of summer courses, this requirement is reduced to 30 credit hours for those who are summer students only. Occasionally, students with deficiencies in their academic backgrounds may be requested to complete course work in excess of these minimum requirements. Written and oral comprehensive examinations are required of all candidates for the M.Ed.

Master of Arts in Pastoral Ministry (M.A.)

The Master of Arts program in Pastoral Ministry combines studies in theology and Bible with field education and coursework related to a particular ministerial program concentration. Pastoral studies, including some religious education, are also required.

A student enrolled in pastoral ministry may choose from among the following concentrations: pastoral care and counseling; social justice, social ministry; liturgy and worship; religious education; leadership/church management; spirituality and ministry; extended pastoral care and counseling; and Hispanic ministry.

The field education program combines field placement and supervised practicum during the academic year or one six-week summer session. In addition, the Integrative Colloquium is required for all M.A. students.

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral comprehensive examinations are required of candidates for the M.A.

Spirituality and Ministry

Spirituality and Ministry is a new program concentration, begun in 1985 as a division of the Master's program in Pastoral Ministry. The program and degree include the following elements: theological and biblical studies; courses in the foundations, history and contemporary studies in spirituality; Field Education placement in one of the spiritual life centers in the Boston area; weekly practicum in Contemporary Spirituality and Spiritual Direction with the staff of the Center for Religious Development; and integrative colloquium, a requirement course for all M.A. students.

This program concentration is not a spiritual direction, but is designed to assist students to become more familiar with the dynamics of spiritual growth.

Certificate of Advanced Education Specialization

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of professional experience in ministry, may apply for a program leading to the Certificate of Advanced Educational Specialization (CAES).

The program enables persons with particular goals to pursue their specialized interests. It is also valuable for those who wish to broaden their religious, educational and theological background.

Programs are tailored to meet individual needs. Minimum core requirements are determined on a case-by-case basis after evaluation of the student's academic background. Religious education courses are required. CAES students prepare a project on a subject of specialized ministerial or educational concern. The project serves as the basis for the written and oral examinations that are required of all students. Credit requirements for the CAES are the same as those ordinarily required for the M.Ed.: 36 credit hours for academic year students and 30 credit hours for summer school students only.

Students for the Master's and the Certificate may study during the academic year as well as during the summers.

Boston College/Mexican American Cultural Center

Joint Program in Hispanic Ministry

This program engages Hispanic and non-Hispanic persons in cultural, theological and ministerial studies and practicum. It is designed to enhance the theological insight and ministerial training of Hispanic and other Christians working with Hispanic people.

Half the course work, including the ministerial practicum for this program concentration, will take place at the Mexican American Cultural Center in San Antonio, Texas and half at Boston College.

This program requires bi-lingual competency or willingness to achieve a competency level while studying for the degree.

Sabbatical Renewal in Ministry Program

In September 1985, the Institute began a holistic renewal program for people who have spent a number of years in Church ministry. Participants update their theological knowledge by auditing courses that meet their own interests and needs. In addition, they participate in a variety of activities that are directed toward renewal; these include cultural and artistic opportunities, recreation and worship. Career counseling and computer instruction, both introductory and intermediate, are also available.

The sabbatical program has limited enrollment and preference will be given to those who can spend from September 1 through May 15 in the program. Application deadline is May 1 for the program beginning the following September. International student applications should allow more time for completing the application process.

Interdisciplinary Doctoral Program

The Institute in cooperation with the University's Department of Theology and School of Education offers an Interdisciplinary Doctoral degree (Ph.D.) in Religion and Education. Interested persons should contact the Institute.

Course Offerings

Th 431 (Ed 632) The Psychology of Youth Religious Development (F: 3)

The focus of the course is on developing the capacity to critically relate psychological and theological models of development to the data of individual lives. Although there will be an initial examination of faith development in early and middle childhood, primary attention will be given to adolescence (ages 14-18) and early adulthood (ages 18-22). Among the issues that will be dealt with are the role of the personal images of God for faith, the religious dimensions of sexual development in adolescence, moral development in men and women, the nature of the faith crisis in the college years, and the problems of normativity in developmental models.

This course is designed so that interested students can continue into Th 432 (Ed 839) as a year-long sequence, though either course may be taken independently of the other.

Margaret Gorman

Th 432 (Ed 839) The Psychology of Adult Religious Development (S: 3)

This course continues the interdisciplinary analysis of Th 431 (Ed 632) into the nature of faith development in the human life cycle. Th 431 is not, however, a prerequisite for this course. Focus will be on early and middle adulthood (post-college and beyond) and later life. Among the issues that will be covered are the problems of normative life pattern, the significance of the "life crisis" in the development of faith, the creation of family and community, sexuality and spirituality through the adult years, and the problem of facing loss that is the result of death, divorce, or separation.

John McDargh

Th 434 Theology and Psychology of Relationship (F: 3)

This course is a study of contemporary spirituality in conjunction with the theological and psychological dynamics of relationship. It will explore a foundational understanding of religious experience as central to one's spiritual growth and development.

William Barry, S. J.

Th 532 Art of Pastoral Counseling (S: 3)

This course will provide both a clinical and theoretical approach to understanding the major issues and questions that are operative in the contemporary practice of pastoral care. Lectures, films, video lab and discussions will give special attention to the integration of theology with basic psychological theories, dynamics, techniques and models of pastoral counseling.

Claire Lowery

Th 535 Foundation of Christian Spirituality (F: 3)

This course will focus on contemporary religious experience and spiritual growth and relate them to the earlier spiritual tradition.

Topics will include the developing relationship with God, cultural differences in the experience of God, growth of Christian freedom and integration of contemplation and life activity. This course will also include personal reflection.

William Connolly, S. J.

Th 536 The New Code of Canon Law (S: 3)

This course is designed as a comprehensive exploration of the New Code with special attention to the uses of Church Law as an instrument of charity and justice. Law governing church polity, due process, marriage and annulment as well as the whole range of key issues of the Canon Law of the Church will be investigated.

Joseph Koury

Ed 538 Seminar: Education for Peace and Justice (F: 3)

This seminar is designed to engage participants in reflection, research and discussion of theological, ethical, educational and political foundations for social justice and peace education in a Christian context.

Padraic O'Hare

Ed 539 (Th 816) Christian Ministry: Education for the Kingdom (F: 3)

This course examines the foundational questions that Christian religious educators have to answer regarding their ministry for the Kingdom. The foundational questions are also correlated with other functions and forms of ministry.

Paul Carrier, S. J.

Th 600 Leadership in Church and Society (S: 3)

This course will explore the meaning of leadership and its relationship to church ministry and modern society by drawing on existing theories and the life experiences of students. Classes will focus on: communication as a vital part of the leadership process, situational variables affecting leader behavior, the role of the leader with personality needs and job demands as major factors in effective leader behavior, appropriate leadership styles in parish and other church related ministries today, and the dimensions of planning and implementing change. The case study method will be used to provide concrete situations involving leadership dilemmas. These case studies will directly relate to the material being used in class.

Ann Morgan

Th 601 Creative Life Study (F: 3)

Prerequisite: Th 617 or Life-Context Intensive Journal Workshop.

Life Study utilizes *Intensive Journal* procedures to put us in intimate contact with the life, wisdom and spirituality of creative persons in history. We become "Journal Trustees," i.e., keep a Journal on his/her own behalf. This vital contact with the inner life can evoke our own life-wisdom and broaden our spirituality.

Daniel Lusch

Th 605 Integrative Colloquium in Pastoral Ministry (F: 3)

The colloquium provides the student with a learning experience that fosters a personal integration between theology and pastoral practice. Students engage in a process of critical reflection that promotes both a better

understanding of the application of theological teaching to a concrete situation and an ability to determine what a particular pastoral situation may have to say to Theology. A case study method is used to examine contemporary church issues from the perspective of pastoral experience. *This course is required of all Pastoral Ministry degree students.*

Meredith B. Handspicker

Th 606 (Ed 836) The Theologian and Minister as Teacher (F: 3)

What shape does "education for a 'critical' faith" take in actual practice? This course is offered for graduate students in theology, religious education and pastoral ministry who see teaching as part of their life's work and who desire to deepen their theoretical and practical foundations. Participants will learn a range of teaching strategies and practice developing skills in the use of each strategy. Actual laboratory experience will be supplemented by discussion of the philosophical and theological issues involved in teaching and learning.

Video-taping will be used as appropriate.

The Department

Th 610 Biblical Spirituality (S: 3)

A study - in the deepest sense of the word - of the ways the Scriptures might contribute to spirituality, both personal and ecclesial. The course will include: (1) exploration into some of the major themes of the Scriptures, such as God's elusive presence, creation/new creation, idolatry, liberation and healing; (2) focus on the way certain key images, symbols and stories both challenge and confront us; (3) consideration of the role of Scripture in liturgy and prayer; and (4) attention to the significance of the Scriptures in social ethics.

Mary C. Boys

Th 617 Intensive Journal Method and the Spiritual Life (F: 3)

The intensive Journal course consists of two workshops, readings in Progoff and biweekly meetings with the instructor. It introduces the student to Progoff's Intensive Journal Method, its procedures and principles. One learns to work nonanalytically with one's life on many levels and in many areas; the goal is to focus, clarify and integrate life experiences.

Daniel Lusch

Ed 630 (Th 539) Biblical Interpretation in Education and Ministry (F: 3)

Exploration of the role and function of the Scriptures in educational and pastoral contexts. Includes attention to the development and significance of historical criticism; to modern theories of interpretation, including inspiration, fundamentalism and cross-cultural perspectives. Some specific ways of teaching the scriptures more imaginatively are also encompassed.

Mary C. Boys

Ed 632 (Th 431) Psychology of Youth Religious Development (F: 3)

See course description under Th 431—Theology.

Ed 635 (Th 717) The Education of Christians: Past, Present, and Future (S: 3)

An historical investigation of perennial and contemporary issues in the ministry of Christian religious education. The present is reflected upon in the light of a critically

reclaimed history of various epochs and movements in the history of the Church's educational ministry. Closely parallels the history of Christian theology and general education.

Paul Carrier, S. J.

Th 638 Advanced Intensive Journal Method and the Spiritual Life (F: 3)

Prerequisite: Th 617

The Advanced Journal Method course deepens a student's understanding of the Journal Method, and his or her own life processes and principles. In doing so, the student comes to appreciate the holistic principles operative in his or her life and God's activity. The course includes advanced work with dreams and imagery, and treats special questions such as discernment, integration, and transformation as they arise.

Daniel Lusch

Th 640 Death and Dying: Theological and Pastoral Perspectives (F: 3)

This course will serve as a thorough introduction to the basic theological pastoral dimensions of pastoral care with those experiencing grief and loss resulting from death and the processes of dying. Special attention will be given to the role of the ecclesial community, as well as other supportive communities, such as hospice, in rendering support. The role of faith and the place of ritual will be examined from an ecumenical perspective. It is desirable to take this course in conjunction with ministerial field education in a setting associated with these pastoral concerns and issues.

John Grimes

Th 707 Psychological Foundations for Pastoral Counseling (F: 3)

This course provides the student with the opportunity to consider several contemporary models of personality and human development that will assist them in the practice of pastoral counseling. Case studies and concrete situations will illustrate such models as object relations and humanistic and psychodynamic theories. Themes to be stressed include normality and integration; personality growth and sexuality; play and the irrational; and the links between psychological and theological experiences.

Michael St. Clair

Th 708 Ministry to the Troubled Personality (S: 3)

The goal of this course is to assist the minister in handling common and current forms of human disturbance. Using case studies and the insights of contemporary models of the person, attention will be paid to depression, neurosis, narcissism, eating disorders, the borderline personality and problems in relationships. Practical application of theoretical knowledge to counseling and pastoral situations will also be examined.

Michael St. Clair

Ed 735 Traditions of Religion and Education (S: 3)

An inquiry into the most significant and foundational questions of educating in faith. The course is constructed on an analytic framework that examines four 'classic expressions' and their contemporary modifications, identifies certain new developments and directions, and proposes an integrative theory of religious education. Special sessions will be

available to those preparing for comprehensive examinations and for those with particular interests.

Mary C. Boys

Ed 835 Seminar on Religious Education Foundations: The Thought of Gabriel Moran (S: 3)

Moran's theory of religious education is examined as an exercise in understanding foundational questions for religious education and the life of the religious community. Topics include communal and programmatic perspectives on religious education, feminist perspectives, the Jewish influence, the ambiguities of professionalism, aesthetic approaches and religious education and moral life.

Prerequisites: Th 816 (Ed 539), Ed 735, Th 717 (Ed 635) or the permission of the instructor.

Padraic O'Hare

Courses offered at the Mexican American Cultural Center in San Antonio, Texas for the Hispanic Ministry Program.

Th 602 Field Education and Supervised Practicum in Hispanic Pastoral Ministry (S: 6)

This program provides the student with supervised experience in Hispanic Ministry. Placements provide an opportunity for a high degree of creativity and responsible innovation. Through supervision in the field, discussion with other participants, reading reflection, students become familiar with the needs of the Hispanic community. Students also participate in a "supervised practicum" each week designed as an exploration of the theological and ministerial insights drawn from the field experience.

Faculty Practicum Committee:

Juan Alfaro, John Linskens
Virgil Elizondo, Dorothy Folliard

Th 612 Culture and Religion (F: 3)

This course will study culture in general, religion as a component of culture, and the relationship of these to the explicit revelation of God in Jesus Christ. The popular expressions of faith will be given particular attention, with the Mexican American culture of the U.S. Southwest as a paradigm for the understanding of a cultural-religious expression.

Virgil Elizondo, Dorothy Folliard

Th 630 The Prophets: God's Critics of Humanity's World (F: 3)

A study of the major prophets of the Old Testament, this course will develop an understanding of the enduring vocation of God's prophets: to recognize the truly evil in a particular society, to call God's People to conversion of heart, and to remind them that God's loving fidelity is always theirs.

Juan Alfaro

Th 635 The Hispanic Family (F: 3)

In a society which threatens its foundations, the Hispanic family responds with resilience. A study of its history, present reality, values, possibilities, changing values, and structure is the basis of this course.

Rosendo Urrabazo

Th 636 The Synoptic Gospels: The Demands of Discipleship (F: 3)

The gospels of Mark, Matthew and Luke present portraits of Jesus Christ incarnated in a particular context. This course will develop the themes of discipleship in Mark, the reign of God in Matthew, and the relationship of Jesus to the poor in Luke. Eucharistic themes will be treated in depth.

John Linskens

Directed Research, Special Projects, Field Education

Th 538 Directed Research in Pastoral Ministry

Directed research courses provide students with the opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research.

Claire Lowery

Th 530 Field Education and Supervised Practicum in Pastoral Ministry (F,S: 3)

This program provides the student with supervised experience in his/her area of ministerial specialization. These areas include social ministry, pastoral care and counseling, spirituality, church administration, liturgy or religious education. Through supervision in the field, discussion with other participants, reading and theological reflection, students become familiar with the needs of special groups of people, and develop models of ministry that are applicable to their own situations.

In addition to their field experience, students participate in a supervised practicum. The practicum is a group exploration of the theological and ministerial concerns drawn from the field experience. Process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

Christopher Keenan, O.F.M.
Claire Lowery

Ed 830 Directed Research in Religious Education

Directed research courses for predominantly reflective concerns and special project courses for predominantly ministerial activities provide students with the opportunity to pursue special scholarly and pastoral interests for graduate credit with the aid of a faculty advisor. Only persons studying for the degree or certificate may take directed research and special projects.

Padraic O'Hare

Weekend Course Series

Th 718 Theology of Ministry (S: 3)

This course develops the biblical, historical and systematic theology of ministry in the church today. General New Testament themes provide a fundamental theology of traditional and new ministries in the Church. Cultural epochs explain the important but diverse forms ministry has assumed throughout the centuries. Finally, central issues such as ordination, priesthood and episcopacy are briefly considered. This course will meet on the following Fridays and Saturdays: March 13-14, April 3-4 and April 24-25.

Thomas O'Meara

Th 734 Feminist New Testament Interpretations (S: 3)

This course will discuss critical issues in feminist New Testament interpretation. We will explore women's experience in the Bible and will discuss issues of patriarchal structure while reconstructing the discipleship of equals in early Christian beginnings. This course will meet on the following Fridays and Saturdays: January 23-24, February 27-28 and March 20-21.

Elisabeth Schussler Fiorenza

Non-Credit Workshops

Ed 332 Practice of Education in the Parish Context (S)

This workshop will explore a range of curricular programs available in parish-based religious education for children, youth and adults. It will also attend to the educational issues surrounding the question of curriculum as environment.

Art Kubick

Th 639 Methods of Theological and Pastoral Research (F)

An exploration of the fundamental methods, structures of thought and bibliographic resources of the classic categories of theological scholarship. Recommended for all new full-time degree candidates in religious education and pastoral ministry; open to M.A. students in theology. Time, dates, number of meetings and fee to be announced.

Anthony Saldarini

Ed 936 Doctoral Seminar in Religious Education (F,S)

This seminar provides an occasion for doctoral students to study classic works in the field of religious education and to prepare proposals for their dissertations. It meets ten times each academic year and becomes a credit course during a student's fourth semester. Second-year doctoral students lead facets of the seminar.

Mary C. Boys

Romance Languages and Literatures

Faculty

Professor Emeritus Joseph D. Gauthier, S.J., B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Professor Guillermo L. Guitarte, Profesorado, Filosofia y Letras, Buenos Aires

Professor Vera G. Lee, A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Professor J. Enrique Ojeda, Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Professor Rebecca M. Valette, A.B., Mount Holyoke College; Ph.D., University of Colorado

Associate Professor Norman Araujo, A.B., A.M., Ph.D., Harvard University

Associate Professor Matilda T. Bruckner, A.B., Bryn Mawr College; M.P., Ph.D., Yale University

Associate Professor Joseph Figurito, A.B., Boston College; A.M., D.M.L., Middlebury College

Associate Professor Monique E. Fol, A.B., L.L.B., University of Paris; A.M., University of California at Berkeley; Ph.D., University of Nice

Associate Professor Betty Rahv, Chairperson of the Department A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Associate Professor Robert L. Sheehan, B.S., Boston College; A.M., Ph.D., Boston University

Assistant Professor Rena A. Lamparska, LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Assistant Professor Harry L. Rosser, B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill.

Program Description

The Department of Romance Languages and Literatures offers a Master of Arts program in Italian Literature and Civilization, Master of Arts in French or Spanish Literature, Master of Arts in Two Romance Languages, Master of Arts in Teaching, and Doctor of Philosophy programs in French and Spanish. Course and degree requirements have been designed to provide candidates with a solid grasp of their general field of interest, create a foundation for doctoral research work, or offer preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or insure the development of proficiency as a language teacher.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields.

RI 790 Reading and Research courses will be given only if students show a genuine need for such courses. No RI 790 Reading and Research courses taken during the year of residence shall be counted as courses contributing to the fulfillment of the student's residence requirement. RI 790 Reading and Research courses are not admissible at the Master's level.

Applicants whose record of past achievements reveals inadequacies, but whose specialized qualifications and promise for the future warrant favorable consideration may be admitted on a conditional basis. A student on probation will be evaluated by the Department and recommended or not for full admission after the first semester of course work or after earning a minimum of six credits. For students admitted conditionally, full admission to a degree program will be contingent upon the completion of specified courses to be taken without graduate credit.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for

financial aid requests is March 15. The Department strongly recommends that students apply by April 1 for September admissions and by March 1 for monetary support.

All persons seeking admission to the Department's graduate programs as special students are required to submit transcripts of their undergraduate records and two letters of recommendation before being considered.

Note: For complete information concerning the graduate programs, please consult the Graduate Handbook of the Department of Romance Languages.

I. Master of Arts Degree in French, Spanish or Italian Literature and Culture

Prerequisites for Admission

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies that requirement. At least two full-period or general courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

Degree Requirements

Candidates for the M.A. in Romance Literature and Culture must normally earn a minimum of thirty credits in a wide coverage of courses in one Romance Language and Culture. With strong preparation in their specialization they may be allowed to take six credits in a second romance area. Candidates for the M.A. in Italian Literature and Civilization must normally earn a minimum of 18 to 24 credits in Italian Literature, plus 6 to 12 credits either in Italian History and History of Art, or in equivalent subjects to be approved by the Department, totaling 30 credits.

Reading knowledge of a second language must be demonstrated. At the discretion of the Chairperson, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

Oral Comprehensive Examination

Students choosing a literary focus must pass a comprehensive oral examination of one hour's duration showing mastery of the course material and other reading specified for French, Spanish or Italian literature.

Students choosing the cultural focus must pass an oral examination of one hour's duration showing mastery of the course material and other reading specified for French, Spanish or Italian culture (which will include literary materials).

Oral examinations are conducted in the foreign language to determine fluency in the use of the major language.

II. Master of Arts Degree in Two Romance Languages

Prerequisites for Admission

Students applying for admission to graduate degree programs in two Romance languages must satisfy the following prerequisites:

They must present an undergraduate major in one Romance language which includes at least 30 credits in one language, 6 of which should be from a survey course or its equivalent and another 6 from an advanced composition course or its equivalent. In addition, they must possess a basic knowledge—one year beyond the college intermediate level—of a second Romance language which will become the area of graduate concentration.

All students in all programs must have acquired an active command of their language of undergraduate concentration. They must be able to understand lectures, participate in seminar discussions, and write term papers in that language. Students with insufficient background will be required to undertake remedial work without graduate credit. Those with deficiencies in writing may, for example, be asked to take Advanced Composition (which cannot be taken for graduate credit). Deficiencies related to the spoken language must be removed through such remedial work, through residence abroad, or through other effective means before the candidate takes oral comprehensive examinations.

Degree Requirements

(French/Spanish/Italian)

Course of Studies: Candidates must earn a minimum of 30 credits:

A. In the language of *undergraduate* concentration:

Literature courses 6

If the student's knowledge of the subject of graduate concentration is sufficient and he/she wishes to take more credits in the language of *undergraduate* concentration, this may be discussed with the advisor and/or the Chairman.

B. In the language of *graduate* concentration:

Survey of Literature 6

Advanced Composition (grade of B or better) 6

Literature courses beyond the Survey 12

Total 30

If, in the judgement of the professor, the student needs improvement in the language of undergraduate concentration, a course in Advanced Composition in French, Spanish or Italian will be required without graduate credit.

Oral Comprehensive Examination

Upon satisfaction of course requirements, the candidate must pass a comprehensive oral examination of no more than one hour's duration (one half hour in each language based upon the course work completed.) Emphasis will be placed on the candidate's ability to speak and communicate in two chosen Romance languages.

When feasible, students taking the comprehensive oral examination will be given two examiners with whom they have had courses. Examinees will be informed of the tentative makeup of their examining board at least one month in advance whenever administratively possible.

III. The Master of Arts Degree in Medieval Studies

A revised program leading to the Master of Arts degree in Medieval Studies will be

offered to qualified students who wish to go beyond the general objectives of the M.A. and specialize in the Middle Ages. Interested candidates should consult their advisors with respect to the conditions for admission and requirements for the degree.

IV. Master of Arts Degree in Teaching

Candidates for the M.A.T. in Romance Languages and Literatures must earn at least nine credits in literature and culture of the fifteen credits required of them in the Department.

M.A.T. students requiring remedial work will be asked, according to their need, to take Phonetics and Applied Linguistics, Advanced Conversation, or Advanced Composition and Introduction to Literary Analysis - or possibly a combination of these - without graduate credit.

Oral Comprehensive Examination

Upon completion of course requirements, an M.A.T. candidate must pass a comprehensive examination composed of two parts. The first part is a written test of twenty to thirty minutes' duration on a subject chosen by the Department. The candidate must pass this first part before being admitted to the second, which is oral, lasts forty-five minutes, and is based on course work, with questioning of a more general nature based on the Departmental reading lists.

V. The Doctor of Philosophy Degree

Prerequisites and Requirements

1) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations. Students accepted for the Doctoral program are granted transfer credit for the M.A. or its equivalent; i.e., 30 credits. If the student does not possess the M.A. or its equivalent but has done some graduate work, he or she may transfer a maximum of six graduate credits. In order that transfer credits be acceptable, they must have been earned in courses relevant to the student's Doctoral program. The courses involved must be comparable to courses in our Department, and the student should have received a final grade of B or better in them. Those admitted to the Doctoral program as college graduates or transfer students possessing the Bachelor's degree or its equivalent, but not the M.A. or its equivalent, should achieve coverage of their major literature equivalent to that required for our M.A. The coverage will be tested by a regular M.A. comprehensive examination. In addition to the M.A. comprehensive examination, the students must also take a test demonstrating their reading knowledge of a second foreign language, as required in the M.A. program—unless they can show that they have already satisfied this requirement in the course of their work toward the M.A. degree.

2) If they have not done so previously, students admitted to the Doctoral program should incorporate into their curriculum a course in the culture of the nation whose literature and language they are studying.

3) The History of the Language course (RI 705-706 in French, RI 905-906 in Spanish) is

mandatory in Plans I and II, except for students who have taken the equivalent of this course elsewhere.

4) A reading knowledge of German is compulsory only in Plan III. It is highly recommended, however, for Plans I and II.

5) One year of residence is required, conceived of as two four-course semesters (three credits per course) in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking three courses per semester while teaching two. Students teaching elsewhere also fulfill the residence requirement by taking three courses per semester.

During the year of residence, the student must be registered at the University and following a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing a dissertation.

6) Upon completion of course work, the Doctoral student must pass oral and written comprehensive examinations. A student who fails any segment of the comprehensive examinations twice will automatically be dropped from the program.

Comprehensive examinations are held in October and April. The student should notify the Departmental office three months in advance of his or her intention to take the examinations, reserving the option to withdraw the examination application at least one week before the schedule date. An eight-year limit established by the Graduate School for the completion of Doctoral work is intended to cover exceptional cases in which candidates may be hampered by hardship and/or matrimony. Neither the students nor their mentors expect their association, however inspirational it may be, to be so leisurely. When possible, candidates should plan to take comprehensive examinations after the third or fourth year of graduate work, leaving at least a year for the dissertation.

7) The subject of the dissertation must be submitted for approval by the Department after the student has passed all comprehensive examinations.

As soon as possible after completing Doctoral comprehensives, and determining the thesis topic, the student is given a thesis director, an expert in the field, with whom he or she works out a more specific topic, an outline for its development, and a bibliography. After the thesis topic and the outline have been approved by the Graduate Faculty and while the research and writing are in progress, the thesis director supervises the work of the student which must be reviewed by two other readers. March 1 is the deadline for submission of copies of the completed Ph.D. dissertation to the director and readers for May graduation. April 1 is the deadline for submission of the completed Ph.D. dissertation to the director and readers for September graduation.

8) A B average is the minimal Departmental requirement for good standing.

Plans of Study

Plan I: French or Spanish Literature

Candidates electing the doctoral program in this plan must achieve the following:

1. A high degree of competence in one Romance language, literature, and culture. Specialization in a limited area of the literature.
2. Superior achievement in the area of concentration and potential for research work.
3. General coverage of the major literature.
4. Specialization according to the following options:

French—two consecutive centuries of the major literature

Spanish—Middle Ages and Renaissance Siglo de Oro (with dates)

Nineteenth and twentieth century Latin-American literature

5. RI 705-706 or RI 905-906.

Comprehensive Examinations will include:

1. General coverage of the literature—an oral examination of three hours' duration.
2. Area of specialization—written essay of eight hours' duration and an *exposée* of one hour's duration, the latter limited to the area of the dissertation.

Plan II: Romance Literature

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

1. General coverage of the major literature.
2. Specialization in three Romance literatures (French, Spanish, and Italian).

In the medieval period, French, Spanish, or Italian may be replaced by Medieval Latin or Provençal. The student may elect a non-Romance literature as the third of three literatures, but must first obtain the approval of the Department.

3. General coverage of the major literature.
4. Specialization in three literatures (comparative study of a major period or literary movement).
5. Seminar-level courses in the major literature. Adequate coverage of the two minor literatures.
6. RI 705-706 or RI 905-906.

For admission to the program, applicants must have fluent command of at least one Romance language.

A working knowledge of a second Romance language is also required, and the student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for comprehensive examinations. Early in the program, the student should formulate a program of studies in consultation with the advisor, who will determine the maximum coverage depending upon the adequacy of the student's course background. The minimum coverage is six credits in the second literature and three credits in the third. Comprehensive Examinations will include:

General coverage of the major literature—an oral examination of three hours' duration.

Area of specialization—written essay of eight hours' duration and an *expose* of one hour's duration, the latter limited to the area of the dissertation.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

Plan III: Medieval Studies

Requirements for the area of Medieval Studies:

1. For admission, applicants must have fluent command of at least one Romance language and a working knowledge of another.
2. A reading knowledge of Latin and German must be achieved by the end of the first year.
3. Philology: History of the Romance languages.
4. Literature: Medieval French, Italian, and Spanish literature. Either Italian or Spanish may be replaced by Medieval Latin or Provençal.

Comprehensive Examinations will include:

General coverage of Romance philology and medieval Romance literature—an oral examination of three hours' duration.

Area of specialization—written essay of eight hours' duration on philology or medieval Romance literature and *expose* of one hour's duration, the latter limited to the area of the dissertation.

The dissertation may deal with a study in Romance Philology, in a single medieval Romance literature, in comparative medieval Romance literature, or it may be a scholarly edition of a medieval Romance text.

Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, Graduate Assistantships.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of obtaining information about the terms of University financial assistance should consult the Financial Aid section of this Bulletin. Those who are interested in government grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in Romance Languages and Literatures can be found in the Romance Languages Department Graduate Handbook, which may be obtained by writing to: Boston College, Department of Romance Languages, Chestnut Hill, Massachusetts 02167.

Course Offerings

French

RI 303 French Phonetics and Oral Expression (F: 3) A practical introduction to pronunciation and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of French.

The Department

RI 304 Advanced French Conversation (S: 3) This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. Aural comprehension and fluency of expression will

be developed through group discussion, individual exposes, taped interviews and literary recordings. This course is recommended for all students who plan to teach French.

The Department

RI 305-306 Advanced French Composition and Introduction to Literary Analysis (F: 3-S: 3)

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French.

The Department

RI 307-308 Survey of French Literature (F: 3-S: 3)

Prerequisite: four years of solid high school preparation or two years of college. An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

The Department

RI 309 A Conversational Approach to Contemporary France (S: 3)

An advanced conversation course designed to prepare students for daily living in France during a study abroad program. Extensive practice in listening comprehension and note-taking skills. Not open to students with prior residence in a French-speaking country. Enrollment limited.

Rebecca Valette

RI 319 La France Contemporaine

This course will begin with a rapid overview of French geography and economy. We will then examine the political and social structures which predominate in France today, as well as the country's relationship to the larger European community. We will end the course with an investigation of contemporary currents in French culture and intellectual life. This course provides a useful introduction to commercial French. Students interested in *Le Français des Affaires* (RI 320) are advised to take this course first, although it is not a prerequisite.

Marian St. Onge

RI 320 Le Français des Affaires

This course offers students an introduction to business French. The aim of the course is to provide students with a basic knowledge of French business terminology and practices as well as an overview of French economic, social and political structures. We study the functioning of a French corporation, write business letters, translate documents, listen to taped conversations with French businesspeople, and prepare short group presentations. During each class period, we spend a short time reviewing the essential grammatical structures of the French language. This course should aid students to develop an overall approach to working in any country and

culture different from their own, regardless of the language spoken. Students who choose to do so may take the Paris Chamber of Commerce examination for the "Certificat Pratique de Français Commercial." This exam is entirely optional.

Marian St. Onge

RI 411-412 Masterpieces of Old French Literature (F: 3-S: 3)

A selection of works chosen to give a general introduction to the major types of Old French literature, especially in the formative stages of the 12th and 13th centuries: saints' lives, chansons de geste, romance, lyric, fabliaux, theatre.

Matilda T. Bruckner

RI 434 Corneille (F: 3)

This course will treat the reform and the establishment of the French theatre in the 17th Century. After treating the historical and literary background of the century, the course will focus on Corneille's life and works beginning with his comedies and continuing with *Le Cid*, *Horace*, *Cinna*, *Polyeucte* and other tragedies including some plays from the later years of Corneille. Conducted in French, this course will consist of lectures and class discussions.

Joseph Figurito

RI 436 The Comedies of Molière (F: 3)

A study of the development of the theatre and the life of Jean Baptiste Poquelin, the man called Molière. He will be treated as a playwright, director and actor who criticizes all aspects of his era. The following plays will be discussed: *Les Précieuses Ridicules*, *L'Impromptu de Versailles*, *Le Misanthrope*, *Le Tartuffe*, *Don Juan*, *L'Avare*, *Le Bourgeois Gentilhomme* and *Le Malade Imaginaire*.

Joseph Figurito

RI 451 Romanticism in French Literature (F: 3)

A study of Romanticism in French poetry, drama and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Norman Araujo

RI 452 Realism in French Literature (S: 6)

A study of Realism in French poetry, drama, and narrative literature of the nineteenth century, with detailed analysis of the masterpieces.

Norman Araujo

RI 458 "Contes et Nouvelles" in the Nineteenth Century (F: 3)

While devoting proper attention to the general evolution of the conte in the 19th century, the course will center around the most significant works of Mérimée, Maupassant, and Daudet.

Norman Araujo

RI 459 Nineteenth-Century Feminism: Mme de Staël and George Sand (S: 3)

The passions, politics, and literary production of two women who challenged both the social and the literary conventions of their times.

Norman Araujo

RI 465 Le Roman Féminin (1960-1980) (S: 3)

In the 1950's and 1960's, Simone de Beauvoir, Françoise Sagan and Marguerite Yourcenar

represented the field of women writers. An explosion of distinguished and capable writers emerged in the 1970's. The core of the course will study a cross section of these writers: Rochefort, de Rivoyre, Philipe, Prou, Cardinal, Etcherelli. Marguerite Duras and Francoise Mallet-Joris will be the representative 1980 authors.

Rev. J. D. Gauthier, S.J.

RI 471 Histoires D'Amour, Histoires De Haine, Histoires De Mère (S: 3)

In this course, we will consider solely the problem of the mother as a privileged figure in the works of several novelists: Proust, Colette, Simone de Beauvoir, Marguerite Duras, and Marie Cardinal. While writing a "story" these authors are also writing "their story" in which love, desire, hate, self-hatred and their omnipresent mother constantly interact. As informed readers, we must be aware of these interactions in order to analyze the multiple meanings and levels of their texts. Proust, the eternally guilty son, offering us an amorous discourse which is in fact an aesthetic or marginal discourse leading to the negation of love; Colette, the perpetually imperfect daughter, grieving for an impossible fusion between men and women; Marguerite Duras, longing for "l'amour fou"; Marie Cardinal searching for "the words to say it"; all having a compelling need to write about their mothers — all indeed writing love stories, stories of hate, stories of the mother.

Monique Fol

Italian

RI 317-318 Survey of Italian Literature (F: 3-S: 3)

Prerequisite: four years of solid high school preparation or two years of college. An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. Conducted in Italian.

Joseph Figurito

RI 541-542 Literature of Unified Italy I, II (F: 3-S: 3)

A study of "Verismo", "Scapigliatura" and "Decadentismo". Special attention will be given to the works of Verga, Pascoli, D'Annunzio, Svevo and Pirandello. Second semester: A study of "Crepuscularismo (Gozzani)", "Futurismo" (Marinetti) and of the literary movements surrounding the major "riviste" of the beginning of the 20th Century (La Voce); the poetry of Campana and Ungaretti; "neorealismo" in narrative. The course consists mainly of lectures, then discussion and short student presentations. Conducted in Italian. Readings, discussions, oral reports and exams in Italian or in English. The course is open to undergraduate and graduate students.

Rena A. Lamparska

RI 543 Goldoni and Alfieri (S: 3)

This course will treat the reform and establishment of the Italian theatre in the 18th Century. Goldoni, the transition from Commedia dell'arte to true comedy with his observation of reality and customs for which he becomes the Italian Molière criticizing

and moralizing. Alfieri with his theatre establishes the tragedy which expresses the complex ideals of liberty against tyranny. Plays of both playwrights as critics of their era will be analyzed in depth and discussed.

Joseph Figurito

Spanish

RI 223-224 A Conversational Approach to Spanish (F: 3-S: 3)

This course is designed for students who have completed a basic sequence in Spanish language courses and who wish to develop greater fluency in conversation. Pronunciation will be improved through a program in Spanish phonics which emphasizes the relationship between the spoken and the written language. Exercises in role-playing, vocabulary building, syntax and guided speaking activities will help develop conversational skills for everyday situations.

The Department

RI 323 Spanish Phonetics (F: 3)

A practical introduction to pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop awareness of how the Spanish language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of Spanish.

Guillermo Guitarte

RI 324 Advanced Spanish Conversation (S: 3)

This course is designed to give advanced students and prospective teachers of Spanish a greater facility in the spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposes, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish.

The Department

RI 325-326 Advanced Spanish Composition and Introduction to Literary Analysis (F: 3-S: 3)

The purpose of this course is to strengthen the students' mastery of Spanish syntax and difficult grammatical problems so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.

The Department

RI 327-328 Survey of Spanish Literature (F: 3-S: 3)

Prerequisite: four years of solid high school preparation or two years of college. An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish.

The Department

RI 333 Conversational Approach to Latin America (F: 3)

A structured treatment of contemporary Spanish America, including such topics as politics, religion, women, the economy, leisure, media, science, literature and the arts. Discussion based on selected contemporary books and periodicals. Northern tier countries will be treated in the first semester, southern in the second. Open to majors and nonmajors with basic proficiency in oral Spanish.

Robert L. Sheehan

RI 337-338 Hispanic Culture I & II (F: 3-S: 3)

Prerequisite: At least four years of Spanish. In the first semester, this course will assist students planning to study in Spain or returning from a semester or a year in Spain or Spanish America by developing in them a sound knowledge of the cultural evolution of the Spanish peninsula, and helping students to perceive and comprehend the profound originality of the Spanish culture in the context of the European and U.S. cultures. In the second semester, this course will help to develop in the student a sound knowledge of the history and cultural evolution of Spanish America from the first inhabitants to the present, and to perceive and comprehend the profound originality of the Spanish American culture vis-a-vis the culture of Spain and other countries.

J. Enrique Ojeda

RI 615-616 Survey of Spanish Literature of the Middle Ages (F: 3-S: 3)

The course covers the evolution of Spanish Literature, from its origins at the dawn of the Middle Ages to the fifteenth century. The development of oral literature, the use of Spanish in scientific and didactic prose, and the first tentatives of an artistic use of the vulgar language in the late Middle Ages are examined.

Guillermo L. Guitarte

RI 674 The Short Story in Latin America (S: 3)

Many of the finest contemporary authors in Latin America-Borges, Rulfo, Cortazar, Garcia Marquez-have chosen the short story as their medium. We shall study the origins and the development of the short story in Latin America focusing upon narrative techniques, style and the vision of Latin America portrayed by these authors. Conducted in Spanish.

Harry Rosser

RI 951 Spanish Literature of the 19th Century (F: 3)

Prerequisites: At least four years of Spanish and the second semester of the Survey of Spanish Literature (RI 327-328).

The purpose of the course is to develop in the student a solid understanding of the historical and cultural crosscurrents which profoundly influenced the Spanish literature of the XIX Century and to achieve a high degree of familiarity with the literary movements of that century and the authors read in class.

J. Enrique Ojeda

RI 966 Contemporary Spanish Drama (Since 1939) (F: 3)

A study of the most important works of Casona, Sastre, Buero-Vallejo and Arrabal, as a

reflection of literary and social developments in contemporary Spain.

Robert L. Sheehan

RI 969 Contemporary Spanish Novel

A study of the Spanish novel in the post-Civil War and the post-Franco periods. The course focuses on the works of Cela, Matute, Delibes, Goytisolo and others in the context of political, social and cultural change.

Robert L. Sheehan

RI 972 Ruben Dario (F: 3)

Study of the chief poet of Latin American Modernism. Dario's life and influence. Characteristics and themes of his art. Reading of his main books.

Guillermo L. Guitarte

RI 974 The Spanish American Romanticism

Prerequisites: At least four years of Spanish and the second semester of the Survey of Spanish American Literature.

The purpose of the course is to provide the student with a solid understanding of the historical and cultural facts related to the origin and peculiar development of the Romantic movement in Spanish America, and to achieve a high degree of familiarity with the representative authors whose works will be read in the course.

J. Enrique Ojeda

RI 976 Jorge Luis Borges (S: 3)

Borges as a short-story writer: his imaginary world, his conception of time, his narrative technique. Books to be considered in the course will be:

Historia Universal de la infamia, Ficciones, and El Aleph.

Guillermo Guitarte

Romance Literature, Methodology and Philology Courses Offered in English

RI 362 The Shaping of Language (S: 3)

An introduction to the development of Romance languages from their origins to modern times. The course will focus on the processes that govern the changing forms of language. Illustrative examples will be drawn mainly from French, Spanish and Italian.

For majors and non-majors. Given in English.

Vera G. Lee

Bi-Lingual Education Courses

RI 495 (Ed 303) Second-Language Acquisition (F: 3)

A review of recent research in second language acquisition and its application to the classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading and writing. Students will analyze available audio-visual materials (tapes, films and computer software) and learn how to integrate these ancillaries into their instruction.

Rebecca Valette

Slavic and Eastern Languages

Faculty

Professor Lawrence G. Jones, Chairman of the Department A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

Associate Professor Michael J. Connolly, A.B., Boston College; Ph.D., Harvard University

Assistant Professor Michael B. Kreps, Diploma, Leningrad University; M.A., Ph.D., University of California (Berkeley)

Adjunct Assistant Professor Jovina Y. H. Ting, A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University.

Program Description

The Department administers three different Master-of-Arts degree programs:

Russian Language and Literature
Slavic Studies
General Linguistics

Additionally the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Graduate Division of the School of Education.

Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies* students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) and must be acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program which stresses structural, semiotic and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e. not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g. psychology, speech therapy, mathematics).

Since *Slavic Studies* and *Linguistics* programs involve a significant proportion of work in other departments of the University, candidates in these areas would be expected to meet the prerequisites for all such courses and seminars.

The Department welcomes, but does not require, Graduate Record Examination scores.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program.

Degree Requirements

All programs require:
a minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work;
three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent;
two special-field examinations;
a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research

paper are reported to the Registrar as a single comprehensive-examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

M.A. Russian

Qualifying examinations on Russian language, Russian literature, and the application of linguistic analysis to Slavic.

Special-field examinations on any two of the following five areas: Early Slavic linguistics and culture; a Russian literary genre; a period, author or movement in Russian literature; advanced grammatical topics in Russian; a special approved topic (e.g. Russian history, Soviet ideology, translation technique, etc.)

M.A. Slavic Studies

Qualifying examinations on a major emphasis area, a minor emphasis area, and a written review of a problem in the history of Slavic Studies.

Special-field examinations: an oral colloquium on an assigned topic and a written review/critique of a work in the special field.

Possible emphasis areas: Economics, History, Philosophy/Theology, Political Science, Slavic & East European languages and literatures, Sociology.

M.A. Linguistics

Qualifying examinations: a written review of a linguistic article, description of a limited linguistic corpus, an oral colloquium on an assigned general topic.

Special-field examinations: a written review/critique of a work in a specialized field, teaching scripta for three lectures on a special-field topic.

Additionally students must be prepared, in the course of studies, to deal with materials in various languages as required.

The Department has exception procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work at other universities or research institutes toward program requirements if this work has not been previously applied to an awarded degree.

Course Offerings

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

Courses numbered below 300 do not normally apply for graduate degree credit but are open to interested graduate and special students. Descriptions of such courses may be found in the Undergraduate Bulletin.

SI 003-004 Elementary Russian I/II (F: 4-S: 4)
Offered annually Michael J. Connolly

SI 009-010 Elementary Chinese I/II (F: 4-S: 4)
Offered annually Ting Yueh-hung

SI 053-054 Intermediate Intensive Russian I/II (F: 6-S: 6)
Offered annually Lawrence G. Jones
Marina V. Kreps

SI 061-062 Intermediate Chinese I/II (F: 3-S: 3)

Ting Yueh-hung

SI 200 A Survey of Russian Literature (in translation) (F: 3)

Offered biennially *Lawrence G. Jones*

SI 205 Tolstoy and Dostoevsky (in translation) (F: 3)

Offered biennially *Michael B. Kreps*

SI 216 (En 552) Poetic Theory (S: 3)

Lawrence G. Jones

SI 221 (Th 198) The Language of Liturgy (S: 3)

Offered triennially *Michael J. Connolly*

SI 222 Classics of Russian Literature (in translation) (3)

Offered biennially *Lawrence G. Jones*

SI 227 Advanced Russian Grammar (F: 3)

Offered annually *Michael B. Kreps*

SI 228 Spoken Russian (F: 3)

Offered annually *Marina V. Kreps*

SI 230 Russian Literature of the Fantastic (in translation) (S: 3)

Offered triennially *Michael B. Kreps*

SI 233 (En 571) Applied English Grammar and Style (F: 3)

Lawrence G. Jones

SI 238 Introduction to Linguistic Programming (S: 3)

Offered triennially *Michael J. Connolly*

SI 240 The Contemporary Russian Novel (in translation) (F: 3)

Offered biennially *Michael B. Kreps*

SI 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian.

Offered triennially *Michael B. Kreps*

SI 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Offered triennially *Michael B. Kreps*

SI 311 (En 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

Offered annually *Michael J. Connolly*

SI 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

Offered biennially *Michael J. Connolly*

SI 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic;

readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Offered biennially *Michael J. Connolly*

SI 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian.

Offered triennially *Michael B. Kreps*

SI 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Offered triennially *Michael B. Kreps*

SI 325 (En 528) Historical Linguistics (S: 3)

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction.

Offered triennially *Michael J. Connolly*

SI 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Offered triennially *Michael J. Connolly*

SI 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian grabar, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Offered triennially *Michael J. Connolly*

SI 332 The Russian Short Story (3)

The development and structure of the Russian rasskaz and povest' from the 16th through the 20th centuries. Readings in Russian.

Offered triennially *Lawrence G. Jones*

SI 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Offered biennially *Lawrence G. Jones*

SI 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Offered biennially *Lawrence G. Jones*

SI 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian.

Offered biennially *Lawrence G. Jones*

SI 343 (En 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

Offered triennially *Michael J. Connolly*

SI 344 Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Theories of meaning.

Michael J. Connolly

SI 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers.

Offered triennially *Lawrence G. Jones*

SI 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted in Russian.

Offered annually *Michael B. Kreps*

SI 350 Advanced Practicum in Spoken Russian (S: 3)

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech; specialized vocabularies. Conducted in Russian.

Offered annually *Marina V. Kreps*

SI 352 Russian Literary Humor and Satire (S: 3)

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian.

Michael B. Kreps

SI 353 Romantizm v russkoj literature (F: 3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework.

Conducted entirely in Russian.

Michael B. Kreps

SI 354 Bulgakov, Pasternak, Solzhenicyn (S: 3)

The religious, political, social and artistic features of eminent works among the voices of dissent in contemporary Russian literature, including *Master i Margarita*, *Doktor Zhivago*, and *Odin den' Ivana Denisovicha*.

Conducted entirely in Russian.

Michael B. Kreps

Other courses in the Department's repertoire, offered on a non-periodic basis include:

SI 011-012 Russian Practicum: Elementary I/II

SI 051-052 Intermediate Russian I/II

SI 057-058 Russian Practicum: Intermediate I/II

SI 059 Readings from Russian Intellectual History

- Sl 206 Language, Society and Communication
- Sl 226 Readings in Russian Short Prose
- Sl 225 Russian Folklore (in translation)
- Sl 229 Specialized Readings in Russian Texts
- Sl 231 Slavic Civilizations
- Sl 232 A Survey of Chinese Literature (in translation)
- Sl 234 The Polish Language
- Sl 235 Chekhov's Plays and Stories (in translation)
- Sl 236 A Survey of Polish Literature
- Sl 237 Sounds of Language and Music
- Sl 305 History of the Russian Language
- Sl 312 The Indo-European Languages
- Sl 314 Old Persian and Avestan
- Sl 322 The Structure of Modern Russian
- Sl 335 Early Russian Literature
- Sl 336 Seminar in Soviet Literature
- Sl 337 Comparative Slavic Linguistics
- Sl 338 Tolstoj & Solzhenicyn
- Sl 339 Semiotics and Structure
- Sl 351 Topics in Linguistic Theory
- Sl 352 Russian Literary Humor and Satire

Information on these courses and their availability may be received from the Chairman.

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

- Sl 390 Advanced Tutorial: Russian Language (3)
Michael B. Kreps
- Sl 391 Advanced Tutorial: Russian Literature (3)
Lawrence G. Jones
Michael B. Kreps
- Sl 392 Advanced Tutorial: Linguistics (3)
Michael J. Connolly
Lawrence G. Jones
- Sl 393 Advanced Tutorial: Chinese (3)
Ting Yueh-hung
- Sl 394 Advanced Tutorial: Slavic Linguistics (3)
Lawrence G. Jones
Michael J. Connolly
- Sl 791 Russian Literature: Reading and Research (F: 3-S: 3)
By arrangement
Lawrence G. Jones
Michael B. Kreps

- Sl 792 Linguistics: Reading and Research (F: 3-S: 3)
By arrangement
Michael J. Connolly
Lawrence G. Jones
- Sl 794 Slavic Linguistics: Reading and Research (F: 3-S: 3)
By arrangement
Lawrence G. Jones
Michael J. Connolly

Sociology

Faculty

- Visiting Professor Benedict S. Alper, A.B., Harvard University
- Professor Severyn T. Bruyn, A.B., A.M., Ph.D., University of Illinois
- Professor John D. Donovan, A.B., A.M., Boston College; Ph.D., Harvard University
- Professor William A. Gamson, A.B., Antioch College, A.M., Ph.D., University of Michigan
- Professor Lynda Lytle Holmstrom, B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University
- Professor David A. Karp, A.B., Harvard College; Ph.D., New York University
- Professor Ritchie P. Lowry, A.B., A.M., Ph.D., University of California at Berkeley
- Professor David Horton Smith, A.B., University of Southern California; A.M., Ph.D., Harvard University
- Professor John B. Williamson, Chairman of the Department B.S., Massachusetts Institute of Technology; Ph.D., Harvard University
- Associate Professor Charles K. Derber, A.B., Yale University, Ph.D., University of Chicago
- Associate Professor Paul S. Gray, A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University
- Associate Professor Jeanne Guillemin, A.B., Harvard University; A.M., Ph.D., Brandeis University
- Associate Professor Sharlene J. Hesse-Biber, A.B., A.M., Ph.D., University of Michigan
- Associate Professor Seymour Leventman, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota
- Associate Professor Michael A. Malec, B.S., Loyola University; M.S., Ph.D., Purdue University
- Associate Professor Stephen J. Pfohl, B.A., Catholic University of America; M.A., Ph.D., Ohio State University
- Associate Professor Paul G. Schervish, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin
- Associate Professor Eve Spangler, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts
- Assistant Professor Diane Vaughan, B.A., M.A., Ph.D. Ohio State University

Program Description

Master's Program

ADMISSIONS: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants are encouraged to submit, in addition to the usual transcripts and letters of reference, any information which might enhance their candidacy. GRE's are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Department Graduate Admissions Committee. REQUIREMENTS: (a) thirty credit hours, including: (1) Theory Pro-seminar (two semesters), (2) Advanced Research Methods, (3) Multivariate Statistics (two semesters), and (b) a comprehensive examination.

Doctoral Program

ADMISSIONS: A small number of students are admitted to doctoral study. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.) REQUIREMENTS: (a) Twenty-four credit hours above the M.A. level including one additional Methods or Statistics course; (b) one year residency; (c) Ph.D. qualifying examination; (d) dissertation and oral defense.

Program in Social Economy and Social Justice (M.A. and Ph.D)

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers which integrate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help you to understand and work in the areas of social economy and social justice more effectively.

M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Graduate School of Management administer this joint degree program, training social researchers, providing them with a systematic understanding of the business and workplace environment, and training managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

Financial Assistance

The Department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of academic performance, need, experience and skill, as well as Department requirements. Application should be made to the Department Graduate Admissions Committee.

Other Information

The Department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" is available on request.

Course Offerings

Sc 322 Punishment: Philosophy, Policy and Programs (S: 3)

This seminar will consider the following topics, among others: capital and corporate punishment, the development of the penitentiary and the reformatory, probation and parole, theories of rehabilitation, mandatory and presumptive sentencing, institutions for juveniles, community-based corrections, alternatives to traditional prisons and prison programs. Lectures will be given by the instructor and by outstanding professionals in the correctional field, as well as presentations by the students.

Benedict S. Alper

Sc 326 (En 531) Crime in Literature (F: 3)

This course, jointly offered by the Sociology and English Departments, explores the sociological and literary implications of criminal behavior from Cain to Capote, the Bible, Sophocles, Chaucer, Shakespeare, Hawthorne, Hardy, Dreiser, Dostoyevsky, Melville, Dickens, Aiken, Graham and Greene. Students are expected to read each week the classic work under review.

Benedict S. Alper
John McAleer

Sc 338 Probation: Theory and Practice, I (F: 3)

This course provides students an opportunity for field work experience as volunteer interns in the Probation Office at a nearby District Court, where they serve as court aides and assistants to judges and to adult juvenile probation staff. A minimum of ten hours of service is required, together with appropriate readings and the keeping of a journal. Students are urged to plan to take the course during both semesters in order to derive maximum benefit from the experience. Written permission of instructor is required.

Benedict S. Alper

Sc 339 Probation: Theory and Practice II (S: 3)

Written permission of instructor is required.

Benedict S. Alper

Sc 340 Internship in Human Services (F,S: 3)

An academic review, based on experiences in work settings such as a probation office, social service or social policy agency, childcare facility, etc.

Junior/Senior standing and prior approval of the instructor are required. Work settings may be coordinated with other on-campus offices, such as PULSE or Career Planning.

Michael A. Malec

Sc 358 Internship in Mediation, Restitution and Victim Compensation I (F: 3)

Settlement of disputes and conflicts outside of the traditional criminal court process by means of mediation, arbitration and restitution, is one of the fastest growing areas of the law. Restitution gives a new role to victims in criminal cases. This course provides students with an opportunity to see at first hand the operation of these programs in the Greater Boston area, and to participate in the conflict resolution process. One full day or two half-days a week are required. Permission of instructor is also required.

Benedict S. Alper

Sc 359 Internship in Mediation, Restitution and Victim Compensation II (S: 3)

Permission of instructor is required.

Benedict S. Alper

Sc 378 Introduction to Social Work (F, S: 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and *modus operandi* of the settings in which social work is practiced.

Dwight Adams

Sc 422 Topics and Issues in Criminology (F, S: 3)

This independent study course provides the students an opportunity to engage in a variety of projects (limited only by their interest and imagination) in both field and library research or as volunteer interns in a program or agency concerned with any aspect of crime and delinquency. Approval will be given to any well-planned project which the student may care to pursue, after a review of the project by the instructor and periodic evaluations thereafter of student progress. Written permission of instructor is required.

Benedict S. Alper

Sc 448 Racism and Ethnic Protest (F: 3)

Students will select for study from among such topics as the history and ideology of the black liberation movement in the United States, comparative ethnic protest movements, apartheid and the color line in South Africa, affirmative action and economic development programs as recent strategies of minority group advancement, and the relationships between racism, sexism, and class inequality. The course also reviews sociological theory and tools for analyzing majority-minority group domination.

Seymour Leventman

Sc 454 Issues in the Sociology of Sport (S: 3)

This is an independent study course which focuses on issues and research in the sociology of sport. Students are expected to come to the course with a pre-selected issue which they will intensively pursue during the semester. Meeting in small groups, students will present their work to each other in seminar fashion. In each case, the final product will be a paper written in journal form. Topics might include: violence, racism, amateurism, the political economy of sport, the Olympic movement, etc. Consent of the instructor is required.

Michael A. Malec

Sc 491 (Bk 491) Society of the Third World (S: 3)

The course presents several theories of social, political, and economic development in the context of explaining events in Asia, Africa, and Latin America. Emphasis is placed on the part played by emerging institutions: parties, bureaucracies, trade unions, armies-in meeting the challenges of dependency and modernization.

Paul S. Gray

Sc 515 Women in Capitalist and Third World Economies (F: 3)

Until recently sociological studies of work devoted little attention to women. Similarly, theoretical analyses of work processes and structure have presented models of the work-world of men. This course provides an up-to-date description of women's market and non-market activities, their rewards and their problems. We will explore current theoretical and empirical research of work rules of women. We will analyze the gender inequalities among different sectors of the labor market, and how these are affected by the international division of labor.

Sharlene Hesse-Biber

Sc 518 Seminar in Symbolic Interaction (S: 3)

Students will read and discuss selected works of writers working broadly within a symbolic interactionist frame of reference. Attention will be given to the development of symbolic interactionist thought especially, but the general concern of the seminar will be on "conceptions of interaction and forms of sociological explanation." Writers to be discussed might include: Blumer, Garfinkel, Goffman, Mead, Weber, etc.

David A. Karp

Sc 530 Issues in Social Control (F: 3)

Prerequisite: Sc 030, graduate status or permission of instructor. This combined graduate/undergraduate course examines the relationship between social control and political, economic and cultural organization of everyday life. It is a reading seminar limited to approximately fifteen students of advanced undergraduate and graduate studies, with previous background in the study of deviance and social control.

Stephen A. Pfohl

Sc 532 Images and Power (S: 3)

A critical examination of contemporary image making. An exploration of the social production, meaning and uses of art in modern and post-modern society. Particular attention to the relationship between visual imagery and the politics of class, race and gender; art in the age of mechanical reproduction (i.e., photography, film and video); sex and reproduction in the age of mechanical art; the avant-garde and "anti-art," dada and the like.

Stephen A. Pfohl

Sc 550 Important Readings in Sociology (S: 3)

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester, discussion will center on the characteristics of these important researchers. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.

David A. Karp

Sc 561 Child Health and Public Policy (S: 3)

This course deals with national and community-level problems in maternal and child health and government approaches to their solution. Material will be presented on other industrial societies and developing nations. The history of the United States legislation of child health programs will be covered, with special references to current reforms.

Jeanne Guillemin

Sc 564 Seminar on the Sociology of Medicine (S: 3)

The organization of medical care; the structure of the professions providing medical services (education and training, professional associations, competition between various professional groups); client-professional relationships; and the structure of hospitals and clinics.

Lynda Lytle Holmstrom

Sc 567 Field Practicum in Social Economy (F: 3)

Utilizing their studies in Organization Democracy (Sc 566), students will do fieldwork and/or internships. The focus of class discussions will be on the following: ethical dilemmas of combining social action and social research, the role of consultants and change agents, grounding of appropriate methodologies in workplace settings, and the systematic development of career paths as interns in various settings.

Paul S. Gray

Sc 601 (Mb 601) Comparative Industrial Relations (S: 3)

This course examines the industrial relations system of selected European, Scandinavian, and Third World countries with respect to the dominant characteristics of their collective bargaining institutions, their public policy framework, and the economic context within which they operate. Comparisons and contrasts with the United States focus on differences in the social, economic and political contexts and their significance for the organization and policies of American collective bargaining institutions. The approach combines historical, social and economic analysis in a brief review of the origins of the labor movement in each country with collective bargaining case studies, discussed in the context of the current industrial relations environment.

Robert J. Thomas

Sc 702 Multivariate Statistics I (F: 3)

Students will learn EDT (an editor on the VAX) and how to program in SPSSX. This course assumes no prior background in statistics or computers, although many students will have some such background. Among the SPSSX procedures to be covered will be: data definition commands, data transformation commands, FREQUENCIES, CONDESCRIP-TIVE, CROSSTABS, BREAKDOWN, T-TEST, ONEWAY, SCATTERGRAM, PEARSON CORR REGRESSION, AND NPAR TESTS. We will review several measures of association. We will consider various tests of statistical significance and the logic behind hypothesis testing. We will consider such issues as: correlation, simple distributions, and scattergrams. Toward the end of the course we will start multivariate analysis. Our focus will be on applied data analysis.

Michael A. Malec

Sc 703 Multivariate Statistics II (S: 3)

Students will take Sc 702 prior to this course in the same academic year. In this course we will deal with the following SPSSX procedures: RELIABILITY, PARTIAL CORR FACTOR, ANOVA, REGRESSION, DISCRIMINANT, and LOGLINEAR. Among the issues we will consider will be: reliability (item)

analysis, factor analysis, multivariate contingency table analysis, partial correlation analysis, analysis of variance, multiple classification analysis, multiple regression analysis, path analysis, covariance analysis, discriminant analysis, and loglinear analysis. Our focus will be on applied data analysis.

John B. Williamson

Sc 710 Advanced Research Methods (S: 3)

This course presents the wide range of alternative research methods available to the social researcher. Among those considered: survey research, observational field research, intensive interviewing, experimental research, historical analysis, content analysis, aggregate data analysis, and comparative research methods. Considerable attention is given to comparisons among these alternative methods and to an assessment of the relative strengths and limitations of each. In the context of discussing these alternative research methods, attention is given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations; such issues must be taken into consideration by all who engage in social research. A great deal of attention will be given to issues related to research design.

Sharlene Hesse-Biber

Sc 714 (As 724) Graduate Core Colloquium: An Introduction to The Literature of American Studies (F: 3)

See American Studies section for description.

Sc 715 Proseminar: Sociological Theory I (F: 3)

An examination of European philosophical and intellectual traditions forming the general theoretical perspectives of modern sociology; of contemporary theoretical schools including symbolic interactionism, functionalism, and Marxism; the development of cultural theory.

Seymour Leventman

Sc 716 Proseminar: Sociological Theory II (S: 3)

Paul G. Schervish

Sc 718 Advanced Graduate Seminar in Social Theory (S: 3)

This seminar will explore the challenge of post-structuralism for sociological theory and practice. A critical reading of texts by George Bastaille, Claude Levi-Strauss, Roland Barthes, Michael Faucault, Jacque Lucan, Julia Kristeva, Jacques Derrida, Gaytri Spivak and Jane Gallop. Particular attention to the deconstructive implications of post-structuralism for Marxism, feminism, psychoanalysis, sociological surrealism and the "decentered subject" of post-modernism and post-colonial discourse.

Stephen A. Pföhl

Sc 730 Discourse on Social Policy (F: 3)

This course is designed to look at theories of discourse in different areas of social policy as a field of knowledge. The course allows you to concentrate still further on the policy dimensions of social development in the economy. It is designed in collaboration with faculty at MIT so that additional theoretical outlooks may be brought into the program.

William A. Gamson

Sc 736 Introduction to Social Economy I (F: 3)

This course will provide a year-long introduction to the field of social economy for

entering students in the SESP program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. Central concepts of the social economy paradigm, including self-governance, self-management, industrial democracy and social planning will be discussed, as well as major substantive topic areas including organizational democracy, worker control of the labor process, employee ownership, corporate social responsibility, industrial policy, social federations, social investment and national social planning. The course will include introductions to and presentations by all members of the SESP faculty and study of the major social economy texts.

Charles Derber

Sc 737 Introduction to Social Economy II (F: 3)

This is the second semester of a year-long introduction to the field of social economy for entering students in the SESP program.

Charles Derber

Sc 751 Quest for Social Justice (S: 3)

This graduate course examines the relationships among changing conceptions of injustice and justice, the social order, social problems, challenges to the existing social order, social change processes, and social control mechanisms. There will be some special attention focused on the rise of certain social problems and new conceptions of social justice as necessary conditions of initiation of social change attempts, with social control mechanisms attempting to maintain the existing order, even in periods of rapid change. The central thrust of the course will be concern with the process of challenging an existing social order through political action. Social movements and social movement organizations play a crucial role, usually, in the challenge and change process and will receive appropriate attention. Varying social justice issues such as sexism, ageism, racism, elitism, consumer rights, gay rights, etc., will be considered as examples, but with varying emphases from year to year.

William A. Gamson

Sc 799 Reading and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.

The Department

Sc 801 Thesis Seminar (F: 3-S: 3)

By arrangement

The Department

Sc 802 Thesis Direction (F: 0-S: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Sc 888 Master's Interim Study (F: 0-S: 0)

For those students who have not yet passed the Masters Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

The Department

Sc 900 Teaching Apprenticeship (F, S: 3)
By arrangement *The Department*

Sc 901 Research Apprenticeship (F, S: 3)
By arrangement *The Department*

Sc 990 (As 990) Graduate Core Seminar (S: 3)
See American Studies section for description.

Sc 998 Doctoral Comprehensive (F: 0-S: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required.

Sc 999 Doctoral Continuation (F: 0-S: 0)
All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Theology

Faculty

Professor Stephen F. Brown, A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Professor Robert Daly, S.J., Chairman of the Department A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Professor Ernest L. Fortin, A.A., A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Adjunct Professor Margaret Gorman, R.S.C.J. B.A., Trinity College; M.A., Fordham University; Ph.D., Catholic University

Professor James Hennessey, S.J., A.B., Loyola University; Ph.L., S.T.B., S.T.L., Woodstock College; Ph.D., Catholic University

Visiting Professor Edward J. Kilmartin, S.J., A.B., M.A., Weston College; Ph.L., S.T.L., Gregorian, Rome

Professor Philip J. King, A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Adjunct Professor Sebastian Moore, O.S.B., S.T.D., Saint Anselmo, Rome

Professor PHEME Perkins, A.B., St. John's College; A.M., Ph.D., Harvard University

Associate Professor Mary Boys, S.N.J.M., A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Associate Professor Lisa Sowle Cahill, A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Associate Professor Mary F. Daly, A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Associate Professor Harvey Egan, S.J., B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Associate Professor J. Cheryl Exum, A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Associate Professor Rev. Thomas H. Groome, A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Associate Professor Frederick Lawrence, A.B., St. John's College; D.Th., University of Basel

Associate Professor Matthew L. Lamb, B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theol., State University of Munster

Adjunct Associate Professor Claire Lowery, A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Associate Professor H. John McDargh, A.B., Emory University; Ph.D. Harvard University

Associate Professor David Neiman, A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Associate Professor Rev. James A. O'Donohoe, A.B., Boston College; J.C.D., Catholic University of Louvain

Associate Professor Anthony Saldarini, A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Associate Professor Margaret Amy Schatkin, A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Adjunct Associate Professor Francis P. Sullivan, S.J. A.B., A.M., S.T.L., Boston College

Associate Professor Thomas E. Wangler, B.S., LeMoyné College; M.A., Ph.D., Marquette University

Associate Professor James M. Weiss, A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Assistant Professor Edward R. Callahan, A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor David F. Carroll, S.J., A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

Assistant Professor Francis X. Clooney, S.J., A.B., Fordham University; M.Div., Weston School of Theology; Ph.D. (cand.) University of Chicago

Assistant Professor Miles L. Fay, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Assistant Professor Charles C. Hefling, A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Assistant Professor A. Brandt Henderson, B.A., Carroll College; M.A., State University of New York at Stony Brook; M.A., Ph.D., Fordham University

Assistant Professor Susan M. Praeder, A.B., Harvard University, A.M., University of California (Berkeley), Ph.D., Graduate Theological Union

Assistant Professor Louis P. Roy, O.P., B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Assistant Professor Patrick J. Ryan, S.J., A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

Program Description

Boston College is one of 9 member schools of the highly successful Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's 6 graduate Theology and Religious Education/Pastoral Ministry programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards various professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A. Program in Theology should have at least a B average and a solid undergraduate Theology major or the equivalent. This means the documented and/or proven ability to do graduate level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30-credit phase of the program.

GRE scores, two letters of recommendation, a statement of purpose, etc., are required for admission.

Candidates for the M.A. are required to complete 30 credits for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization—Bible, Historical Theology, Systematic Theology, Christian Ethics; one three-credit M.A. Seminar; one general course in EACH of the three areas of theology outside of one's specialization. An M.A. thesis, with the approval of one's advisor and the Department, may substitute for 6 of the required credits. French or German reading knowledge will be tested. (Successful completion of this requirement is a prerequisite for admission to comprehensives.) Latin, Greek, Hebrew are required to the extent that they are needed in one's specialized area. Written and oral comprehensive exams are given.

M.A. in Biblical Studies

The goal of the program is to acquaint the students with the results of research into

Biblical literature, history, exegesis and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching or ministry, and for those anticipating further study in Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for the M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics or application of the Bible to contemporary problems. A two-semester language course will be offered so that the student acquires a solid basic knowledge of either Hebrew for Old Testament or Greek for New Testament. An M.A. thesis or major paper may substitute for some of the credit requirements.

Certain summer courses in the Institute for Religious Education and Pastoral Ministry, as well as courses in the schools of the Boston Theological Institute, may be used to fulfill the credit requirements.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty or by taking a two-semester course offered by the Department. Students must also fulfill the ordinary M.A. requirement in either French or German.

Students will be tested in three areas of the Bible: history, literature and theology. Examinations will be both written and oral. Students may arrange to write an M.A. thesis or to do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute for the Study of Religious Education and Pastoral Ministry and the graduate Department of Education and the School of Management in offering the Master's (M.Ed.) in Religious Education, the Certificate of Advanced Educational Specialization, the M.A. in Pastoral Ministry, and the Ph.D. in Religion and Education. See above the section: Institute of Religious Education and Pastoral Ministry.

Doctoral Program

The Department of Theology, in a Joint Graduate Program with Andover Newton Theological School, offers the Ph.D. in Theological Studies.

Areas of Specialization are: Christian Ethics, History of Christian Life and Thought, and Systematic Theology.

Specialization in Christian Ethics brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with a theology of history. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole. A minor in Biblical studies is also offered.

Among the more distinctive features of this program are:

1. The Graduate Colloquia. These bring together in a regular seminar students from all areas of specialization with faculty members from the various fields in order to study basic works of the theological tradition, and develop research abilities in the areas of major and minor specializations.
2. The Faculty/Student Seminar which brings faculty and students together for a panel/seminar in which faculty members from different fields of specialization present their views on a topic that has interdisciplinary ramifications.
3. A dissertation option which allows the student to present three publishable articles in place of the normal dissertation in classical format.

The combination of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

LANGUAGES: The language examinations, testing the student's proficiency in reading French and German, must be passed before admission to the comprehensive examinations (usually by the beginning of second year).

Students admitted to the program will have completed the M.Div. or equivalent degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Students are required to take six courses in their major field of concentration, two to four in their minor and two in each of the other two fields of study. Both written and oral examinations will be given in the candidates' major and minor fields of study. Candidates may write a dissertation in the classical format or submit three publishable articles, one of which would clearly reflect the major field of concentration. Each dissertation or major article will be defended by the candidate in public disputation.

Religious Education-Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Course Offerings

Level Three - Biblical

Th 309 Old Testament Narrative

A survey of types of narrative in the Old Testament (myth, saga, legend, history, novel), their literary characteristics and theological dimensions. Attention will be given to representative examples taken from the books of Genesis through Kings. Offered Fall, 1987-88

J. Cheryl Exum

Th 311 Eighth Century Prophets: Amos, Hosea, and Micah (F: 3)

This course considers the contemporary scene and composition of these prophetic books; the theology and relevance of the three prophets are also included. Two short research papers and a written examination are required. The course presupposes at least an introductory knowledge of the Old Testament. There is no required text; the appropriate volumes in The Anchor Bible and The Old Testament Library are recommended.

Philip J. King

Th 314 The Search for Wisdom in Christianity and Judaism (S: 3)

This course will examine the canonical and deuterocanonical wisdom books of the Old Testament, the presence of wisdom in the New Testament and the development of wisdom in rabbinic literature. Dominant themes and select passages will be stressed. Faith and rational understanding of the world will be central topics.

Anthony J. Saldarini

Th 322 New Testament and Jewish Biblical Interpretation

The process of change and creative adaptation in religion will be studied through Biblical interpretation in early Christianity, among the Dead Sea sectarians and in rabbinic midrash. Offered Spring, 1987-88

Anthony J. Saldarini

Th 326 The Book of Exodus (S: 3)

Prerequisite: Introductory course in Hebrew language One of the most important books of the Hebrew scriptures, Exodus F, will be treated in terms of its content and theology. Dominant themes will be considered at length. Large portions of the book will be exegeted. Fluency in Hebrew is not required; but an introductory course is prerequisite.

Philip J. King

Th 358 The Johannine Church (S: 3)

A detailed study of the Gospel of John and the Johannine Letters. This course will analyze the development of the Johannine church from its origins into the second century A.D. Particular attention is paid to the development of the picture of Jesus within the Johannine tradition.

PHEME PERKINS

Th 361 Miracle Stories in Antiquity (S: 3)

Prerequisite: Introduction to Bible or New Testament An historical, literary and theological study of the miracle stories of Christian, Greco-Roman, and Jewish antiquity, including the miracle stories of the New Testament, apocryphal Gospels and Acts, patristic literature, Greek and Latin literature of the hellenistic and imperial periods, Old Testament, and rabbinic literature. Special attention will be given to three topics: traditional and typical features of miracle stories, interpretations of miracle stories by ancient writers, and historical and theological issues in the interpretation of New Testament miracle stories.

Susan M. Praeder

Th 367 New Testament and Judaism

Themes, ways of thought, practices and historical events common to Judaism and Christianity will be examined in the New Testament and in major Jewish sources. Offered Fall, 1987-88

Anthony J. Saldarini

Th 368 Apocalyptic Literature (F: 3)

Biblical and intertestamental apocalypses and literature under apocalyptic influence will be studied to understand the origins of apocalypticism, its social and political setting, its visionary message and its place in religion. Theological themes such as the kingdom of God, God's justice, human destiny, cosmic order, the end of the world, the nature of evil and revelation will be covered.

Anthony J. Saldarini

Th 389 Parables of Jesus (F: 3)

Prerequisite: Previous introduction to the methods of New Testament scholarship or consent of the instructor. Survey of recent developments in the historical and literary critical study of the parables of Jesus, which is primarily concerned with the historical background to the parables and the literary structure of the parables of Jesus. The course centers on detailed analysis of the parables of Jesus preserved in the synoptic gospels and the Gospel of Thomas. It asks after the earliest form and meaning of the individual stories and the later treatment of them by the gospel writers.

PHEME PERKINS

Level Three -Historical**Th 395 Medieval Mysticism and the Christian Life (F: 3)**

This course will consider the meaning, sources, and practices of medieval Christian mysticism. Readings will include Augustine, Pseudo-Dionysius, Bernard of Clairvaux, Richard of St. Victor, Julian of Norwich, Hadewijch, Meister Eckhart, and Ignatius. We will explore dominant trends within medieval Christian mysticism; ideals of Christian perfection; the centrality of love of God and neighbor in the Christian mystical tradition; the relationship between mystics and church hierarchy and church doctrine; the character of mysticism as a cultivation of Christian life.

ELLEN M. ROSS

Th 396 Medieval Theological Anthropology (S: 3)

This exploration of medieval understandings of the human person will trace the development of major themes in medieval theological anthropology from the 4th to the 13th century, examining central themes such as nature and grace, sin and fall, the human as image of God and as microcosm, soul and body, freedom and divine Providence. Readings will include Augustine, Gregory of Nyssa, Bernard of Clairvaux, William of St. Thierry, Peter Abelard, Bonaventure and Thomas Aquinas.

ELLEN M. ROSS

Th 404 Protestantism: Its History and Theology

An introduction to the principal historical developments and theological schools of Protestantism from the Reformation to 1965. Major figures and traditions include Luther, Calvin, Anglicanism, and Radicals (later Baptists), Pietism/Methodism, Enlightenment theology to Kant, Liberal Protestantism from Schleiermacher to Harnack, the Ecumenical Movement, Barth, Tillich.

Offered Fall, 1987-88

JAMES M. WEISS

Th 408 Christian Theology and History

Analysis of the emergence and development of the notion of historical consciousness or the so-called "historical approach" to the study of human life understood in our day. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science.

Offered Spring, 1987-88

ERNEST L. FORTIN, A.A.

Th 425 (Cl 323) Seminar in Greek Patrology (F: 3)

Prerequisite: Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of Cyprian.

MARGARET A. SCHATKIN

Th 445 Faith and Reason in the Middle Ages

A study of the attitude of the Christian writers toward pagan literature and learning during the early Christian and medieval periods. Emphasis on such themes as Christ and Socrates, Athens and Jerusalem, and the so-called "hellenization" of Christian thought. Primary sources include Gregory of Nyssa, Basil, Augustine, Aquinas, Bonaventure and Ockham.

Offered Fall, 1987-88

ERNEST L. FORTIN, A.A.

Th 446 Dante and Christianity (S: 3)

An analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the Divine Comedy and the basic problems that it raises. Of interest also to students in Political Science.

ERNEST L. FORTIN, A. A.

Th 465 Catholicism in the Modern World (S: 3)

An historical study of the Roman Catholic Church in Europe and the world since 1815. Particular attention will be paid to the strategies and tactics of successive popes in dealing with their contemporary political, social and intellectual worlds. Topics will include the combats with liberalism and socialism, the assertion of papal supremacy at Vatican I, the revival of medieval philosophy, modernism, totalitarianism, the two world wars and the cold war, consequences of globalization, Vatican II and the present state of world Catholicism.

JAMES HENNESEY, S. J.

Th 469 Modern Spirituality: Its Origins and Development (F: 3)

Origins and development of classic schools of spirituality from the Reformation to the present. Course concentrates on formative influences and representative contemporaries from Loyola, Teresa d'Avila, Luther, Calvin, Jesuits, Puritans to modern and contemporary authors.

JAMES J. WEISS

Th 472 American Religious History (F: 3)

This course is an historical survey of the life of the major religious groups in the United States. Included in this course will be consideration of the historical development of Judaism, Catholicism, Protestantism, and Orthodoxy in this country.

JAMES HENNESEY, S.J.

Th 495-496 (Hs 349-350) Popular Religion in Europe Since 1400 I & II (F: 3-S: 3)

See course description under Hs 349-350.

VIRGINIA REINBURG

Th 529 Nietzsche and Christianity (F: 3)

Origin and nature of contemporary existential thought as seen through Nietzsche's principal works (Zarathustra, Beyond Good and Evil, Genealogy of Morals, Twilight of the Idols, The Antichrist). The new atheism and the notion of post-Christianity to modern

thought. This course is also of interest to students in Political Science.

ERNEST L. FORTIN, A.A.

Level Three - Ethical and Social Scientific**Th 431 (Ed 632) Psychology of Adolescent Religious Development (F: 3)**

The focus of the course is on developing the capacity to relate psychological and theological models of development to the data of individual lives. Although there will be an initial examination of faith development in early and middle childhood, primary attention will be given to early adolescence (13-18) and late adolescence (18-25). Among the issues that will be dealt with are the role of personal images of God for faith, the religious dimensions of sexual development in adolescence, the issue of differential moral development in men and women, the nature of faith crisis in the college years, and the problem of normativity in developmental models.

Offered Fall, 1987-88

MARGARET GORMAN, R.S.C.J.

Th 432 (Ed 633) The Psychology of Adult Religious Development (S: 3)

This course continues the combined psychological and theological analysis of Th 431/Ed 632 into the nature of faith development in the human life cycle. Th 431/Ed 632 is not, however, a prerequisite for this course. Focus will be on early and middle adulthood (post-college and beyond) and later life. Among the issues that will be covered are the problem of normative life pattern, the significance of the 'life crises' in the development of faith, the creation of family and community, sexuality through the adult years, and the spiritual issues that attend aging, loss, and the passage of death.

Offered Spring, 1987-88

H. JOHN MCDARGH

Th 559 Sexual Ethics Within the Roman Catholic Tradition (F: 3)

Prerequisite: Th 284

This course will attempt to present the main lines of the Roman Catholic tradition in matters involving human sexuality. Special attention will be given to historical factors which influenced the formation of the tradition, and certain specific sexual problems will be considered from doctrinal and pastoral points of view.

JAMES A. O'DONOHUE

Th 567 Christian Perspectives on Medical Ethics (S: 3)

A study of the relationship between Christian theology and bioethical decision-making. A variety of perspectives will be considered on issues such as reproductive technologies, abortion, euthanasia, genetic engineering, genetic counseling, and the just distribution of health care. A "reader" in bioethics will be supplemented with works by McCormick and Ramsey.

LISA SOWLE CAHILL

Un 590 Faith, Peace and Justice Senior Project Seminar (S: 3)

Prerequisite F: Permission of the Director of the Program for the Study of Faith, Peace and Justice

This course provides the "finishing touch" for students in the program for the Study of Faith, Peace and Justice.

Students enrolled in the seminar work closely with a faculty project advisor from the department of their major, and present preliminary results of their project study in the seminar. Student and faculty responses to the presentation will help shape the presenter's project into a finalized form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

The Department

Th 629 Rebirth of Utopia (S: 3)

This course reads several modern classic utopian works for the perspectives they yield on existing society rather than as blueprints for ideal societies. The interpretive method employed first to discern and then refine such perspectives within the texts is, as well, a means for engaging them in dialogue with contemporary social problems and policy questions. The understanding of the relationship between utopian works and social criticism that the course provides is, lastly, used as a means for analyzing recent syntheses between the promise of the Kingdom of God and the social accountability it imposes on those who accept it.

James Rurak

Th 698 Search for Self in Religion and Psychology (F: 3)

The problem of the nature of "the self" has long engaged religious thinkers, both East and West. It has also emerged as a central theoretical and psychotherapeutic concern in modern depth psychology (Jung, Kohut, Lacan, Fingarette). This course attempts a dialogue between spiritual traditions and psychological thinkers on the origins, formation and future of "the self". Some prior background in psychology and theology recommended.

H. John McDargh

Level Three - Comparative and Systematic or Doctrinal

Th 351 Perspectives on Liturgical Celebration (S: 3)

The preparation of liturgical celebrations in a variety of pastoral situations, including Sunday worship in the parish, worship with children, the aged, etc. In addition to eucharist, the course will cover celebrations of initiation, reconciliation, anointing of the sick, and liturgy of the hours for parish use, funerals and weddings. Subjects will include the theology of worship, elements of liturgy (space, environment, ministers, music), and the preparation of liturgy.

A. Brandt Henderson

Th 352 Christian Initiation and the Catechumenate (F: 3)

The history and theology of Christian initiation from Apostolic times to the present. One-half of the course will focus upon the theology of initiation found in the current RCIA (Rite of Christian Initiation of Adults), including attention to issues of parish policy and implementation. Some attention will also be devoted to the initiation of children of catechetical age.

A. Brandt Henderson

Th 354 Liturgy of the Local Church (F: 3)

Church is always localized church; liturgy is always a culturally-conditioned form of expression of Christian faith. Church and its forms of worship are ultimately only understandable from the one mystery of salvation: The Triune God's revealing self-communication through Christ in the Holy Spirit. This lecture course shows how these three themes: Church, Liturgy and Holy Trinity can be taught together so as to provide a deeper understanding of central aspects of the salvation realized through Jesus Christ. Practical pastoral consequences are drawn from the fact that Christian liturgy is liturgy of the local church, e.g., conditions for effective liturgy, self-determination, ecumenical implications.

Edward J. Kilmartin, S.J.

Th 377 Religious Themes in Gerard Manley Hopkins (S: 3)

Though requiring no previous familiarity with the poetry of this famous Jesuit convert-priest, "One of the great religious poets of all times," this course presents for discussion his theologically-based religious themes from the majesty of God to the external glory manifested by the creatural world. Influences on Hopkins by theologians and mystics like Duns Scotus, Ignatius of Loyola and Marie Lataste will be discussed.

Miles Fay, S. J.

Th 380 Hindu Mysticism and Its Theological Foundations (F: 3)

Many traditions within Hinduism not only stress ritual practice, devotional prayer and rational inquiry, but also claim that these elements lead to (or must give way to) a "higher, mystical state." The purpose of this course is to explore what Hindus have said about these higher states as they have sought adequate ways to talk about mysticism. We must also ask whether the Christian terminology of mysticism (kataphatic, apophatic, etc.) is properly used to describe these non-Christian experiences.

Traditions and representatives of mysticism to be considered include, in roughly chronological order: a. the path to unity explained in Patanjali's Yoga Sutras; b. the Upanisads and the discovery of the "absolute" within the self (including the theological explanations of this experience in the later Vedanta theology of Sankara and Ramanuja); c. the "marriage" mysticism of Andal, Nammalvar and Caitanya; d. the "medieval" protest religions of Kabir and the Virasaiva saints; e.g. the modern mystics Ramakrishna (19th century) and Ramana (20th century).

Although the course is thus focused, some attention will be paid to the influence of the Buddhist concept of *nirvana* on the mystical tradition and to the later phenomenon of tantrism, etc. The course will conclude with some discussion of the similarities and differences between Christian and Hindu experiences of what is "beyond" or "higher" and to the possibility of "cross-cultural study of mysticism." Readings will be from primary sources, but some secondary literature (e.g., S. Dasgupta's *Hindu Mysticism* and R. Otto's *Mysticism East and West*) will be used. No prerequisites, but some knowledge of India and/or mysticism in other religions is helpful.

Francis X. Clooney, S. J.

Th 383 India and the Christian West (S: 3)

Over many centuries, the Christian West has encountered India and Indian religions on various levels and with varying degrees of intensity. This encounter has both revealed and shaped European Christianity's view of itself; therefore, we can learn a great deal about Christian culture, theology, ecclesiology and missiology by attending to how Western Christians have responded to India. We will study these responses against the background of Biblical views of "unbelievers," Greek views of non-Greeks, and particularly the Indians, and medieval Christendom's view of Islam. Focus will be on the Indian-European encounter in the colonial period, especially the work and theology of Roberto de Nobili, S. J., a 17th-century missionary in South India. Attention will also be paid to the reverse question: how did Indians—particularly Hindus—view outsiders, Europeans and Christians in particular? In the closing weeks, we will situate some recent efforts at "the theology of non-Christian religions" (e.g., Rahner, Hacker) and "dialogue" within the course's historical perspective, and evaluate them accordingly.

Francis X. Clooney, S. J.

Th 397 The God of the Judaeo-Christian Tradition

Classical theism has been questioned by thinkers who contrast the God of the philosophers with the God of Abraham, Isaac and Jacob, or with a God revealed only in Jesus Christ. Should theology nevertheless try to reconcile the notion of the living God with the notion of the God of Greek or any other philosophy? This seminar will examine the thought of some Jewish, Protestant, Catholic and mystical writers on the ways in which believers can receive/achieve an adequate knowledge of God.

Offered Fall, 1987-88

Louis Roy, O.P.

Th 398 Conversion and Grace

This seminar will begin with some observations by Cornelius Ernst on the language of grace in Paul, Augustine, the Greek tradition, Luther and the Council of Trent. Time will be devoted to examining Ernst's own theology of grace, which emphasized "meaning," "destiny," "genetic moment" and "transcendent novelty." Questions will be raised about sin, freedom, the problem of liberation, the experience of grace, conversion, nature and the supernatural, and answers will be sought in excerpts from Aquinas, Rahner and Lonergan.

Offered Spring, 1987-88

Louis Roy, O.P.

Th 474 Six Medieval Theologians

This will be a study through translated texts of six problems and six theologians: Abelard on the power of God, Anselm on atonement, Aquinas on the nature of theology, Bonaventure on the Trinity, Scotus on the natural desire for the supernatural, and Ockham on language in theology.

Offered Fall, 1987-88

Stephen Brown

Th 476 The Development of Theology as a Discipline in the Middle Ages (F: 3)

A study, based on translated original texts, examining the positions from Anselm to William of Ockham on the nature of theology. Included: Anselm, Hugh of St. Victor, Robert of Melun, Alexander of Hales, Bonaventure,

Aquinas, Godfrey of Fontaines, Henry of Ghent, John of Naples, William of Ware, Hervaeus Natalis, Scotus, Aureoli and William of Ockham.

Stephen Brown

Th 483 Theology from Aquinas to Kierkegaard (S: 3)

A study of the changing views of the nature of theology and the influences which brought them about, based on the primary texts of Thomas Aquinas, William of Ockham, Melanchthon, Spinoza, Kant, Hegel, Schleiermacher, David Strauss and Feuerbach.

Stephen Brown

Th 484 Images in Religious Self-Understanding (F: 3)

This team-taught course will concern itself with the nature of imagination and the crucial role that images play in the way we interpret our experience. Our feelings about the world, other people, ourselves and God, are all shaped by key images that often function unconsciously. Without appropriate images, we don't have access to those places in ourselves where alone the deepest insights into religious teaching can resonate, be understood, and be made our own. Presentations will consist in texts, tapes and slides, and conversations between the two teachers that aim at drawing the class into discussion.

Sebastian Moore

Glenn Hughes

Th 491 Intersubjectivity and the Knowledge of God (S: 3)

Philosophy and theology have most of the time emphasized the universal elements that obtain in knowledge and in faith. By contrast, the personalist movement has called attention to the individual characteristics which mark interhuman encounter, self-knowledge and someone's religious story. Personalist thinkers, such as Martin Buber and John Macmurray, however, have set their praise of the presumably ineffable I-You relationship against the backdrop of a conceptualist interpretation of mainstream Western philosophy. This account makes for a complete dichotomy between "personal" and "impersonal" knowledge. Notwithstanding this misrepresentation of at least the best of classical theism, this seminar will discuss whether the personalist insights concerning a person's uniqueness can be taken over by a systematic account of the experiential knowledge that the believers have of God.

Louis Roy, O.P.

Th 498 Theology of Christian Mysticism (S: 3)

This course focuses upon the essence of Christian mysticism as a way of life involving the person's purification by, illumination by, and eventual union with the God of love and truth. The stages of mystical ascent, secondary mystical phenomena (visions, etc.), and conflicting psychological, philosophical, and theological views will be presented.

Harvey D. Egan, S.J.

Th 503 On the Incarnation (S: 3)

Prerequisite: One upper-level New Testament course or consent of the instructor. This course approaches the question, "Who Is Jesus Christ?" by starting from the prior question of why it matters who Christ is. The development of the classic doctrines of Christ's person

and work will be examined using primary sources in translation, and the challenge to these doctrines posed by modern psychology, philosophy and historical/critical scholarship will be considered. Readings will include works of Athanasius, Anselm, Thomas Aquinas, P. Tillich, and S. Moore.

Charles Hefling

Th 505 Revelation

Both Roman Catholic and Protestant theology have traditionally affirmed that, in the Christian gospel, something which cannot otherwise be known has been "revealed." How does this position fare today, in the wake of historical criticism, "pluralism," and relativism?

Offered Fall, 1987-88

Charles Hefling, Jr.

Th 506 Creation

This course aims at showing how "the world of sense is, more than all else, a mystery that signifies God as we know him, and symbolizes the further depths that lie beyond our comprehension" (Bernard Lonergan). The approach will be such as may interest students of philosophy and the natural sciences, especially biology, as well as of theology.

Offered Spring, 1987-88

Charles Hefling

Th 509 Theology of Grace (S: 3)

The soteriological aspects of the Arian controversy. The council of Carthage in 418; Pelagius; Augustine; the medieval systematization culminating in Aquinas and its trivialization in later Scholasticism. Rescue operations by the devotio moderna, Luther and Calvin, and more recent theology.

Frederick Lawrence

Th 512 God in the Modern Context

Discussion of the question of God in the light of the modern horizon as anti-metaphysical, historicist, praxis oriented, and threatened by nihilism. Will treat both philosophers and theologians with special attention to Newman and chapter 19 of Lonergan's *Insight*.

Offered Spring, 1987-88

Frederick Lawrence

Th 576 Aquinas' Treatise on God (F: 3)

This course will concentrate on the writings of Thomas Aquinas which deal with the One God (*De Deo Uno*).

Advanced undergraduates will be admitted, but only by permission. Although useful, knowledge of Latin will not be required; occasionally, however, reference will be made to technical or significant Latin words.

The thought of Aquinas on God will be set against the backdrop of his use and transformation of some Aristotelian concepts. The inner logic and dialectic of his treatise on God will be examined. His representation of God will be considered in light of positions adopted by contemporary theologians, for example, K. Barth, J. Moltmann, J. Macquarrie, personalist thinkers, process theologians. Keys to a reassessment of Aquinas will be found in the works of B. Lonergan, D. Burrell, W. Hill, etc.

Louis Roy, O.P.

Th 626 Political Theology (F: 3)

Since Plato, the issues God and politics have been seen to be inextricably interconnected. Hence, "political" theology is not a novelty, despite the occurrence of a certain mutual withdrawal of political theory/science and

theology from one another within the academy. This course will be an attempt to reestablish contact between practical political philosophy and theology.

Frederick Lawrence

Graduate

Th 532 The Art of Pastoral Counseling (S: 3)

This course will provide both a clinical and theoretical approach to understanding the major issues and questions that are operative in the contemporary practice of pastoral care. Lectures, films, video lab and discussions will give special attention to the integration of theology with basic psychological theories of dynamics, techniques and models of pastoral counseling.

Claire Lowery, R.S.C.J.

Ed 538 Seminar: Education for Peace and Justice (F: 3)

This seminar is designed to engage participants in reflection, research and discussion of theological, ethical, educational and political foundations for social justice and peace education in a Christian context.

Padraic O'Hare

Th 539 (Ed 630) Biblical Interpretation in Education and Ministry (F: 3)

Exploration of the role and function of the Scriptures in educational and pastoral contexts. Includes attention to the development and significance of historical criticism; to modern theories of interpretation, including inspiration, fundamentalism and cross-cultural perspectives. Some specific ways of teaching the scriptures more imaginatively are also encompassed.

Mary C. Boys

Th 606 (Ed 836) The Theologian and Minister as Teacher (F: 3)

What shape does "education for a 'critical' faith" take in actual practice? This course is offered for graduate students in theology, religious education and pastoral ministry who see teaching as part of their life's work, and who desire to deepen their theoretical and practical foundations. Participants will learn a range of teaching strategies, and practice developing skills in the use of each strategy. Actual laboratory experience will be supplemented by discussion of the philosophical and theological issues involved in teaching and learning. Video-taping will be used as appropriate.

Mary C. Boys

Th 610 Biblical Spirituality (S: 3)

A study—in the deepest sense of the word—of the ways the Scriptures might contribute to spirituality, both personal and ecclesial. The course will include: (1) exploration into some of the major themes of the Scriptures, such as God's elusive presence, creation/new creation, idolatry, liberation and healing; (2) focus on the way certain key images, symbols and stories both challenge and confront us; (3) consideration of the role of Scripture in liturgy and prayer; and (4) attention to the significance of the Scriptures in social ethics.

Mary C. Boys

Ed 735 Traditions of Religion and Education (S: 3)

An inquiry into the most significant and foundational questions of educating in faith. The course is constructed on an analytic framework that examines four "classic expressions" and their contemporary modifications, identifies certain new developments and directions, and proposes an integrative theory of religious education. Special sessions will be available to those preparing for comprehensive examinations and for those with particular interests.

Mary C. Boys

Th 762 Christian Ethics: Major Figures (F: 3)

An overview of fundamental questions in Christian ethics. Authors will include Augustine, Aquinas, Luther, Calvin, Menno, Edwards, Barth, Popes, Reinhold Niebuhr. Focus will be on two issues of applied ethics: just war vs. pacifism, and marriage.

Lisa Sowle Cahill

Th 786 Nominalism in the Middle Ages

An examination of the meaning of nominalism in the medieval world and its way of treating key theological problems.

Offered Spring, 1987-88

Stephen Brown

Th 794 Theology As Theology of Worship (F: 3)

A methodological inquiry into doing theology as theology which is concerned with the securing of Christian identity, and carries out this concern through the interpretation of the central symbolic actions of the Church. This implies a reduction of theology of the sacraments to a theology of the trinity.

Edward J. Kilmartin, S.J.

Th 796 Foundational Theology and the Theory-Praxis Relation (F: 3)

There is much discussion regarding new orientations in fundamental or foundational theology in regard to theory and praxis. This course will explore both the historical traditions in the relations between theory and praxis in Christian Theology, as well as the contemporary issues.

Matthew J. Lamb

Th 826 Introduction To The Old Testament (Graduate (F: 3)

An introduction to the history, religion, and literature of ancient Israel. The course will

combine lecture and discussion with discussion sessions aimed particularly at acquainting students with the methodological approaches current in biblical scholarship.

J. Cheryl Exum

Th 827 Introduction to New Testament (Graduate) (S: 3)

An introduction to the historical-critical study of the New Testament, this course surveys the background, structure and theology of the New Testament writings. Special emphasis is placed on understanding the socio-cultural setting of those writings. Students are introduced to the methods of NT exegesis, and learn to apply these methods to biblical texts.

PHEME PERKINS

Th 832 Christian Conversation and the Human Good

This course will explore the dynamics of the Christian conversation as it develops in the life, belief and thinking of Christians. Christian Faith is intrinsically related to the concrete outcome of human acts of knowing and deciding and acting (the human good) as conversational, both as setting concrete conditions for human conversations as broken down, thwarted, or unable to occur (redemption), and as attracting and drawing human beings into the epitome of conversation which is the Trinity (sanctification).

Offered Fall, 1987-88

Frederick Lawrence

Ed 835 Seminar on Religious Education Foundations: The Thought of Gabriel Moran (S: 3)

Prerequisites: Th 816 (Ed 539), Ed 735, Th 717 (Ed 635), or permission of the Instructor
Moran's theory of religious education is examined as an exercise in understanding foundational questions for religious education and the life of the religious community. Topics include communal and programmatic perspectives on religious education, feminist perspectives, the Jewish influence, the ambiguities of professionalism, aesthetic approaches and religious education and moral life.

Padraic O'Hare

Th 855-856 Systematic Theology I and II (F: 3-S: 3)

A two-semester course surveying all the important topics in systematic theology.

Robert J. Daly, S.J.

Th 885 Life, Structure, Thought in the Christian Community to 1500 (F: 3)

An analysis of major themes in the history of Christianity to 1500, with special attention to the role of historical method in the theological enterprise. *Graduate students only.*

Patricia DeLeeuw

Th 886 Life, Structure, Thought in the Christian Community 1500 to Present

A continuation of Th 885: an analysis of major themes in the history of Christianity from 1500. *Graduate students only.*

Offered Spring, 1987-88

James M. Weiss

Th 983 Advanced Graduate Colloquium (F: 3)

For second-year doctoral students in residency.

Offered Fall, 1987-88

Ernest L. Fortin, A.A.

Th 990 Graduate Research Colloquium (F: 3)

For first-year doctoral students in residency.

Offered Fall, 1987-88

Ernest L. Fortin, A.A.

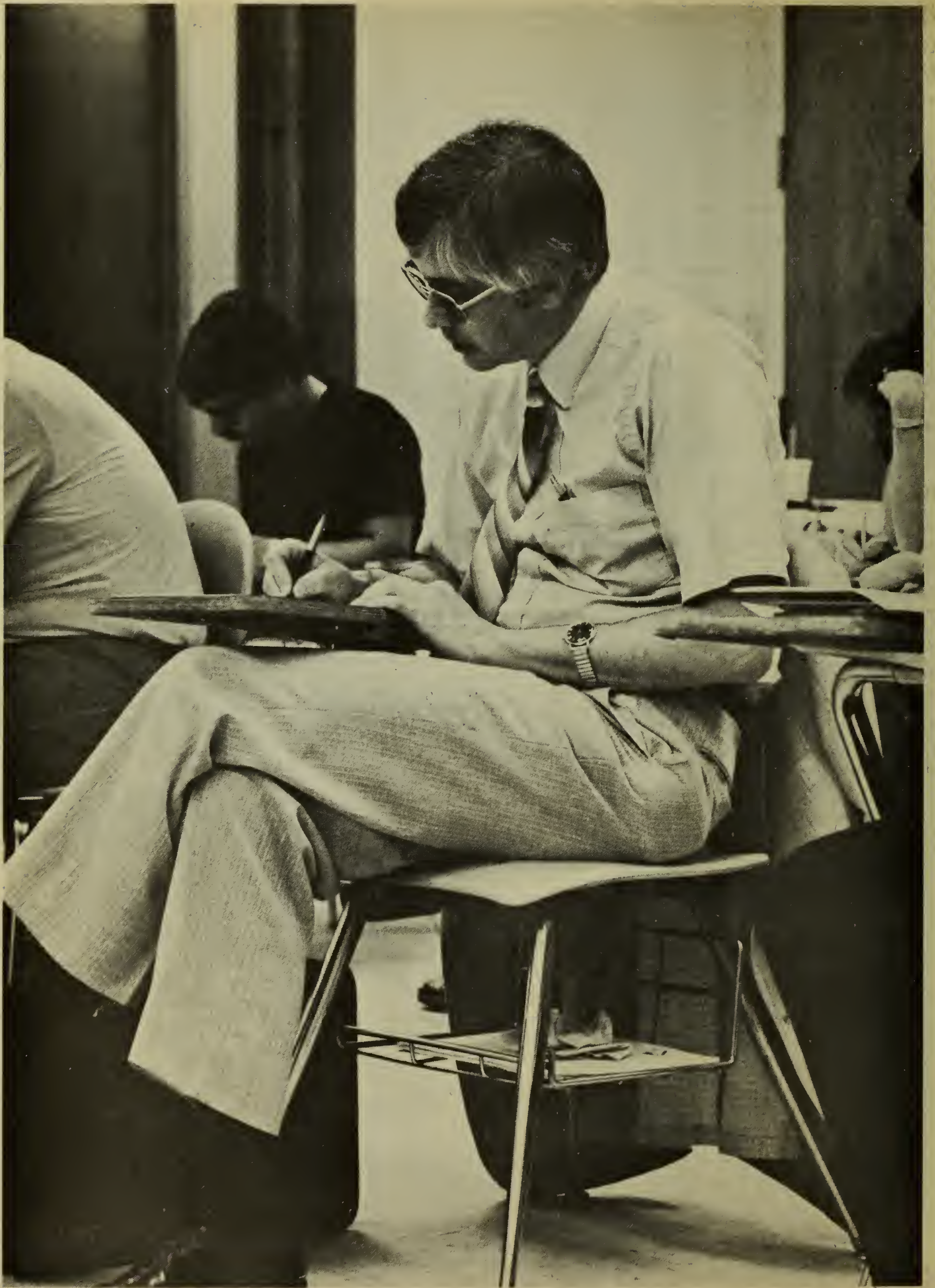
Th 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of the university facilities (libraries, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Joint Graduate Faculty

Institute Courses

See Institute of Religious Education and Pastoral Ministry section.



Graduate School of Management

The M.B.A. Program

The primary objective of the M.B.A. Program is to provide mature men and women with a broad professional education that will prepare them for important management positions in business and in other complex organizations. There are three essential elements to management education at Boston College. These include case analysis, quantitative analysis, and the development of action inquiry skills. The Boston College MBA Program treats analytical and functional skills as necessary but not sufficient characteristics of an excellent management education. In business and society at large, the ability to manage effectively rests upon the integration of technical competence and action skills. Effective leadership in today's business world requires not only a solid theoretical foundation, but the ability to act effectively, to analyze and implement the analysis-which Boston College seeks to cultivate in the men and women it selects.

The M.S. in Finance

The Master of Science in Finance program offers advanced financial training designed to build upon a Bachelor's or Master's degree in Business Administration with minimal course overlap. The program will prepare candidates for application of advanced financial theory and practice, including current quantitative frameworks in financial analysis as they apply to a wide range of complex financial management problems. Candidates for the M.S. in Finance typically will have an undergraduate or graduate degree in management. While the ideal candidate has had at least two courses in Finance, consideration will be given to advanced work in accounting or economics. Applicants' quantitative skills will be weighted heavily in the admission decision.

The M.S. in Finance program is comprised of eight required and two elective courses, each worth three credits. This ten-course schedule is designed for completion in two years of part-time study, including one summer.

The list of required courses is:

	Offering Date
Corporate Finance	Fall-1st year
Investments: The Valuation of Financial Instruments	Fall-1st year
Mathematical Analysis in Finance	Spring-1st year
Elective*	Spring-1st year
Financial Econometrics	Summer-1st year
Elective*	Summer-1st year
Financial Theory I	Fall-2nd year
M.S. Finance Seminar	Fall-2nd year
Financial Theory II	Spring-2nd year

Financial Policy

Spring-2nd year

*Electives may be taken in Finance or other appropriate disciplines, such as Accounting, Economics, Computer Science, etc.

Joint J.D.-M.B.A. Program

The Graduate School of Management and the Law School at Boston College have a joint J.D.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Joint J.D.-M.B.A. degree candidates are billed at the Law School tuition rate for their first year at the Law School and at the G.S.O.M. rate for their first year in the M.B.A. program. They are billed at the Law School rate for their final two years of the program (during which time they take the equivalent of three semesters' work at the Law School and the equivalent of one semester at G.S.O.M.). Students interested can obtain detailed information from the respective Associate Dean's offices.

Joint M.S.W.-M.B.A. Program

The Graduate School of Management and the Graduate School of Social Work have a joint M.S.W.-M.B.A. Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given toward the M.S.W. degree, and, similarly, credit for one semester's courses in the M.S.W. program is given toward the M.B.A. degree. Both degrees can thus be obtained within three academic years, rather than the four required for completing the two degrees separately. Joint M.S.W.-M.B.A. degree candidates are billed at the G.S.S.W. rate for their first year in the M.S.W. program and at the G.S.O.M. rate for their first year in the M.B.A. program. They are billed course by course in their final year of the program (during which time they take the equivalent of one semester's work at each school). Students interested can obtain detailed information from the respective Dean's offices.

Joint M.B.A.-Ph.D. in Sociology Program

The Graduate School of Management and the Department of Sociology at Boston College have a joint M.B.A.-Ph.D. program. To enter this program, students must be independently admitted to both schools. The joint degree program requires approximately one year less course work than the two degrees taken separately. Joint degree candidates complete 42 credits at G.S.O.M. rates and 35 credits and a doctoral dissertation in the Department of Sociology. Interested candidates can obtain more detailed information from the Associate Dean's office.

Special Study

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second

half of the program, therefore, there are options available to meet this need:

1. *Thesis Option:* The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice: (a) selecting and defining the problem; (b) gathering, organizing, and evaluating the information; (c) interpreting the results and reaching sound conclusions; (d) preparing clear, logical written presentations; and (e) defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student performs largely on his or her own initiative, closely parallels the kind of responsible assignment given to professional managers.
2. *Independent Study Project:* A student may propose to a faculty member an independent study project, the satisfactory completion of which will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and Associate Dean of the Graduate Division.
3. *Research Teams:* On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.

Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. The M.B.A. program does not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or whatever combination of methods he or she considers most effective for his or her course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through business-like reports, class discussion, and oral presentations to apply his or her knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student

a growing awareness of the broader principles of managerial problem-solving and decision-making. In this regard, the student should realize that he or she will seldom be confronted with the same problem that he or she has studied but will most assuredly be confronted with a continuing series of changing management problems and decisions. It behooves the student, therefore, to think of his or her preparation in terms of the development of a sound approach to problem-solving and decision-making as opposed to the learning of specific problem solutions.

Program Options

The full-time option is a two-year program, comprising fifty-four credits. Thirty credits are earned during the first year in the core curriculum required of all students. The remaining twenty-four credits (eight semester courses) are earned during the second year. Six of these eight courses are open to the student's election, with most students choosing to concentrate four of their electives in an area of specialization such as marketing or finance (see Elective Offerings and Concentrations). The final two courses in Strategic Management and Environmental Analysis are required of all students and serve to integrate the program as a whole.

The part-time program is generally completed in three and a half or four years and comprises fifty-four credits. In the part-time option, students generally attend classes two evenings a week and often take a course during the summer session. Their program is identical to that for full-time students—the Core Curriculum followed by six electives and the two capstone courses in Strategic Management and Environmental Analysis.

The program is designed for people with: broad liberal arts backgrounds; engineering, mathematical and scientific educations; education, nursing and business undergraduate degrees.

The program is also designed to be of interest to students who already hold relevant graduate degrees in fields other than management. For Ph.D. and J.D. degrees as many as twelve advanced standing credits may be offered. For Master's degrees as many as six advanced standing credits may be offered.

Accreditation

The Boston College M.B.A. Program is fully accredited by the American Assembly of Collegiate Schools of Business and is designed both for students who wish to pursue their program of studies on a full-time basis and for those who wish to study on a part-time basis.

The courses described in the following section fulfill core requirements for all students entering Fall 1980 and thereafter. Continuing students are expected to fulfill the core requirements that existed upon their entry into the M.B.A. program.

The Core Curriculum

The core curriculum begins with a broad introduction to the history of economic thought and business history, along with an initial forecast of future political and economic developments and a description of the organizational principles upon which this core curriculum itself is built. Throughout the M.B.A. experience students are encouraged to treat the program itself as an organizational

setting in which they and the faculty have responsibilities to enact and observe effective managerial practices and criticize, humanely, ineffective practices.

For example, students will write a paper analyzing their own managerial effectiveness as members of study groups and participants in a management game. Later they will be asked to define and complete a research project. Research projects will vary widely, some focusing on quantitative problems, some on systems design, some on interpretations of the actual activities observed in a live organizational setting, and others on solving specific problems for clients in the Boston area. These projects culminate at the end of the year in awards for the most professional and significant written and oral presentations of results.

These different activities are part of a course called "Perspectives on Management." Students begin as outsiders studying the history and future of management, then shift perspective as they become participants in pre-defined organizations (the study groups and the management game), and then shift perspective again as they create their own organizations in order to do the research project. Thus, students take on increasing managerial responsibility at each stage of the course, as they gain increasing managerial skills. The essential questions throughout this course are "What constitutes effective management?" and "How can one learn to become a more effective manager?" The course plays an integrative role in the curriculum.

The remainder of the core curriculum includes three-credit courses in Economics, Accounting, Finance, Statistics, Computing and Information Systems, Marketing, Production, International Management, and in Organizational Behavior. The following short descriptions introduce these courses:

Computing and Information Systems, Statistics

In recent years there has been a significant growth in the use of both analytical methods and computer technology by management groups. In this sequence of courses, the student will begin with an introduction to the computer including the use of microcomputer software such as electronic spreadsheets and simple database systems. Particular emphasis will be placed upon the design and use of information systems for managerial decision-making and control. Emphasis will be placed on the student's use of the computer as a problem-solving aid. In this context, the statistics course will consider mathematical and statistical methods for the description and analysis of business problems. Students will learn statistical techniques such as correlation, regression, and analysis of variance.

Mc 707-Computing and Information Systems 3
Mq 705-Statistics 3

Accounting

New management technologies and changes in the business environment during the past two decades have caused managers to look anew at the traditional function of accounting. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. The focus will be on the use of accounting information

in managerial decision-making. Also, attention will be given to the reporting of information for use by persons and institutions outside the enterprise.

Ma 703-Accounting 3

Finance

This course deals primarily with the firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure, and working capital management. Also discussed are financial statement analysis and tools of planning and control. Some introduction is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

Mf 704-Finance 3

Production

This course covers the concepts, processes, and managerial skills needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of that activity to see that it conforms to what was planned. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytic skills, especially in structured problem solving, and on recognizing both the strengths, limitations, and usefulness of management science approaches.

Mq 707-Production 3

Organizational Behavior

Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to teach the behavioral skills necessary for individuals to become effective managers: to diagnose, implement, and change 1) individual human behavior, 2) group interaction, 3) leadership and power relations, 4) organization structure and design. The student discovers the nature of the patterns of individual, group, and organization behavior from case descriptions, organizational exercises, group discussions, and role-playing activities. Individual, group and organizational behaviors are considered from both the systems and historical perspectives.

Mb 709-Organizational Behavior 3

Marketing

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. The third part of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

Mk 705-Marketing 3

Economics

The Economics course emphasizes the principles and relationships which form the basis for managerial decisions within the firm and projections of the economic environment outside the firm. Traditional micro-economic, macro-economic and international economic concepts are integrated by using a systems analysis approach. Application of economic theory to the solution of contemporary problems helps develop skills in taking managerial action.

Md 700-Economics and Social Choice 3

International Management

In the international management course, students will identify and analyze those factors which create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities.

Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and international firms, analysis of foreign cultures, problems of the developing countries and trade with communist countries are topics which will be explored.

The second part of the course will deal with entry into international business and with international investment strategy. Then the focus will turn to unique organizational issues in the international firm.

Mm 708-International Management 3

The Student's Experience of the Core Program

The foregoing course descriptions already suggest that the core program, whether taken on a full-time or on a part-time basis, is an intense experience. The core program is also an integrated experience, far more coherent than the different course descriptions can suggest. One source of integration is that special sessions in the full-time program and in the part-time program are reserved for integrative events and exercises. A second source of integration will be regular student study-group meetings to bring different points of view to bear on cases and theories. A third source of integration will be the management simulation and the field research projects undertaken as part of the Perspectives on Management course.

Throughout the core program, in classes and in the special integrative activities just described, students will repeatedly be put in the position of performing professionally, whether in terms of oral or written presentations or in terms of managing a group to accomplish certain tasks. Students will receive feedback about their managerial style and will be asked to experiment toward increasingly responsible and increasingly effective modes of management. The overall aim of the core curriculum is to prepare students not just to think effectively but to act effectively under conditions of complexity, uncertainty, and interruption.

The Required Capstone Courses in Strategic Management and Environmental Analysis

After completing the core courses, students take two integrative capstone courses in Strategic Management and Environmental Analysis during the second half of their program, along with six elective courses.

Strategic Management

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function it is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Case analysis of organizations of different types, sizes, industries, and stages of development provide the basis for determining organization strategies and policies under conditions of uncertainty and for developing the analytical, conceptual, decision-making, and human skills appropriate to the role of the general manager. The student is given ample opportunity to review different managerial philosophies and styles and the role that managerial values play in strategy formulation. In this context, one is asked to ponder what one's own answer to the How-To-Manage question will be. The courses serve as an integrating experience for the M.B.A. Program in that they draw heavily upon and use much of the knowledge and skills developed in the core curriculum. Hence, the core is a prerequisite for the strategic management and environmental analysis courses.

Md 710-Strategic Management

Environmental Analysis

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society. Through case analysis the student gains insight into the complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, by considering such topics as ideology and social contract, corporate power, corporate social responsibility, formulating corporate social policy, and social auditing, involves the student in designing managerial responses to deal with problems or issues posed by the social environment. In dealing with these problems and issues, both a societal and a managerial perspective is maintained. That is, society's needs, wants, and values are considered along with what should be the organizational and managerial responses. In this context, students develop awareness of the problems encountered when making decisions under conditions of value conflicts and learn about the role of the

general manager as a linking pin between the organization and its environment.

Md 711-Environmental Analysis

Elective Offerings and Concentrations

Beyond the core curriculum and the two integrative capstone courses, students take six free electives of which as many as four electives can be in a selected concentration area with the balance in other areas. Concentrations are offered in the following areas: Accounting, Computer Science, Financial Management, Marketing, Organizational Studies, and Strategic Management. The concentrations may include approved courses from other areas of the M.B.A. Program as well as approved courses offered by other colleges and schools of the University. An M.B.A. student may choose to concentrate electives in a specific area. Any student who wishes to do so may offer for consideration a package of logically interrelated subjects differing from any concentration specified—for example, in the areas of Public Management or International Management. Such a set will be accepted in satisfaction of the concentration requirement on written approval of the assigned faculty member in a concentration area which most closely relates to the student prospectus.

A thesis written by the student and approved by the faculty may be elected by the student. Once selected, it becomes a degree requirement. This includes the thesis seminar for six credits.

The elective courses available for concentrations are described in the Graduate School of Management Bulletin.

Career Services

Few M.B.A. candidates arrive knowing exactly what careers they want to pursue. Even those who think they know where they are heading often develop new job objectives through exposure to the curriculum, to other students, faculty and opportunities made available by the Career Services Office.

The Career Services Office for the M.B.A. program is located right in the school and is exclusively for the use of all full- and part-time students. It is a major employment and counseling resource for all students. During the first year the Career Services Office aids students in obtaining summer positions, and in the second year, in obtaining permanent employment. This office helps students market themselves and develop effective salary negotiation skills. The Career Services Office assists in the preparation of student resumes. Second-year students are often contacted directly by prospective employers who may interview students on campus or at their organization.

Other career-related activities are specific career development seminars and workshops with representatives from business, government and various non-profit agencies. The Career Services Office keeps alumni and students in touch with one another via an active Alumni Career Advisory Service which currently lists two hundred M.B.A. Alumni as members.

Personal career counseling is available to those who seek it either through meetings with the Director of Programs and Career Services or with some faculty who maintain a very special interest in student placement.

Finally part-time students are always welcome to discuss possible career changes while still in the program and are encouraged to utilize the resources and services of the program and the University.

Admission to the M.B.A. Program

The Admissions Committee has the difficult task of selecting approximately 90 full-time and 130 part-time applicants from a pool of applications many times that number. The objective is to select people who have high potential for success as either professional managers or business entrepreneurs.

The most important tool in this selection process is the application itself because it provides the same basic information on all candidates while allowing each applicant the opportunity to present data unique to himself or herself. We are seeking candidates who are not only academically strong but who can benefit from the program and who will contribute significantly to the learning experience of their peers.

Work experience is not an absolute requirement for admission. However, full-time employment prior to enrollment strengthens many applications.

The admission decision is based on a combination of factors rather than on any one factor.

Consideration is given to a candidate's:

1. Academic record;
2. Score on the Graduate Management Admission Test;
3. Potential for leadership in business as evidenced in part- or full-time work experience, military service or community or extracurricular activities;
4. Statements on the application form concerning reasons for pursuing a professional course of study in business;
5. Letter of recommendation.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, the most recently enrolled class had an average GPA of 3.2 and a score of 550 or more on the Graduate Management Admission Test. Work experience is also regarded favorably by the Committee. The admission decision is based on an evaluation of the total application rather than upon the academic record alone.

An application fee of forty dollars should accompany the completed application forms.

Applicants may request an interview with a member of the staff of the School of Management. Personal interviews are not a required part of the admission procedure and are viewed only as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process. In addition, Information Seminars are held regularly for both the full- and part-time programs. These allow prospective students to meet with current students, faculty and administrators to learn more about the program.

Graduate Management Admission Test

Applicants are required to take the Graduate Management Admission Test in Business. This is an *aptitude* test and *not* a test to determine the applicant's knowledge of the business administration curriculum.

The Admissions Test is administered several times each year, usually in October, June, January and March at test centers throughout the United States.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained in person from the Office of The School of Management, Graduate Division, or by mail from the Educational Testing Service, Box 966, Princeton, New Jersey 08540. (609) 771-7330

International Students

In addition to the admissions requirements listed above, the Graduate School of Management requires all international students for whom English is not the first language or who have not graduated from an American university, to take the Test of English as a Foreign Language (TOEFL). An official score report should be sent to the Graduate School of Management, Fulton 306. Applications for the TOEFL can be obtained from TOEFL, Box 899, Princeton, New Jersey 08340 USA.

Boston College is currently unable to offer need-based financial assistance to international students enrolled in the M.B.A. program.

Admission Procedure

The application form packet may be obtained by writing or telephoning:

Director of Admissions
Graduate School of Management
Fulton 306
Boston College
Chestnut Hill, Massachusetts 02167
Telephone (617) 552-3920

Full-time students enter the M.B.A. Program in September at the beginning of the Fall semester. Part-time students enter either in September or in January for the Spring semester. The application deadline for September admission is May 15, and the application deadline for January is November 15. However, applicants for September admission are urged to apply as early as possible.

Information on Expenses

The four major items of expense are tuition, books and supplies, fees and living expenses.

1. **Tuition.** The tuition will be \$318 per semester credit hour (academic year 1986-87 figure).
2. **Books and Supplies.** The estimated cost of books and supplies is \$50.00 per course. In certain courses, laboratory fees are charged to cover the costs of special materials, cases, and computer time.
3. **Fees.** Other fees include:

Application Fee (new students only, not refundable)	\$ 40.00
Registration Fee (per semester)	15.00
Late Registration Fee	45.00
Certified Credits (transcript)	2.00
Grad Student Activity Fee	8.00-12.00
Oral Examination Fee (Thesis)	10.00
Graduation Fee	50.00
4. **Living Expenses.** Living expenses vary in individual situations. A realistic estimate is in the neighborhood of \$3,000 per semester for students living away from home.

For a full-time student living away from home, estimated annual expenses are:

Tuition (approximate, based upon 5 courses per semester)	9,540.00
Books and Supplies	500.00
Lab fees and other fees	55.00
Living Expenses (estimate)	6,000.00
	\$16,095.00

Payments

All tuition and fees are due and payable in full at time of registration which occurs at orientation. Payments should be made directly to the Treasurer's Office, More Hall. All checks should be made payable to: THE TRUSTEES OF BOSTON COLLEGE.

As confirmation of their intention to attend, admitted students must make a non-refundable acceptance deposit which is credited toward their tuition. The full-time student deposit is \$200 and the part-time student deposit is \$100.

Deferred Payment

Students who prefer to make payments on a monthly basis should contact the University Financial Aid Office, Lyons Hall, for details of installment loan plans available through local lending institutions. In cases of extreme hardship, students should make appointments to discuss their individual problems with representatives of the University Financial Aid Office.

Financial Aid

The School of Management has the following opportunities available for graduate student financial aid.

In all cases, recipients of financial aid are expected to fill out financial background forms for the University including: 1) copy of letter of acceptance, 2) GAPSFAF (Graduate and Professional School Financial Aid Form), 3) Parents' Federal Tax Form, 4) Students' Federal Tax Form, and 5) Financial Aid Transcripts from all previously attended universities.

Graduate and Research Assistantships — There are a limited number of Graduate Assistantships and scholarships available to qualified students. Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, all applications of incoming full-time students are reviewed along with the records of second-year students to evaluate the qualifications for these assistantships. In addition, special funds from major businesses enable us to provide limited opportunities for well-qualified students to work directly with faculty members on special research projects. All Assistantship awards must be reported to the University Financial Aid office and are factored into the student's total financial aid package.

Part-Time Employment — There are some opportunities for part-time employment in the University environment, including assignments as readers in courses, library assistants, administrative assistants, tutors, etc. Information on these opportunities is available through the University Financial Aid Office and through the various departments in the School of Management. Students should contact the Financial Aid Office to determine

their eligibility under the Federal Work Study Program. The Career Services Office provides current listings of part-time employment opportunities in companies, service organizations, and government within the Greater Boston Metropolitan area.

Federal and State Loan Programs— Students are urged to consider various state and federal programs such as the Massachusetts Higher Education Loan Program (HELP), which is administered by local banks for the state government and the Guaranteed Insured Loan Program (GILP), which is guaranteed by the federal government and administered by local banks. The Financial Aid Office has information about these programs and about their current status.

General Information

Grading

In each graduate course in which he or she registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows:
A: 4.0, A-: 3.7; B+: 3.3, B: 3.0, B-: 2.7, C: 2.0, F: 0. In order to graduate a student must attain an overall average of B- (2.7) or higher in course work.

Withdrawal from a Course

No grade entry and no record of courses will appear in permanent records for students who withdraw from such courses during the registration period. After the registration period but before the last three weeks of class—grades of W will be recorded. Beginning with the last three weeks of class and during the examination period—a grade of failure will be recorded and will enter into the computations of the student's average unless the Associate Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

Course Completion

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of

the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Associate Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a **temporary** grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

Course Load

The minimum course load for all students is two courses per semester. The maximum course load for a graduate student employed in a full-time position is three courses per semester. In some cases, arrangements may be made through the Associate Dean for adjustment of course loads to meet personal problems or situations.

Time Limit

All students are expected to complete all requirements for the M.B.A. degree within six (6) years of the initial registration. Approved leaves of absence can be used to adjust this limit.

Student Leave of Absence and Reinstatement

If a student finds it necessary to interrupt his or her program of study, he or she should notify the Associate Dean's office in writing, including reasons for the requested leave of absence and anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his or her absence, current admission policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Summer Session

The School of Management's Graduate Division provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

Clearance for Good Standing

Every student must be in good standing with the M.B.A. Program and with the Treasurer's Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:
Academic: Must be maintaining a satisfactory academic average;
Administrative: Must be fulfilling prescribed administrative requirements;
Financial: Must be in good standing with the Treasurer's Office.

Student Integrity

It is the purpose of the Boston College M.B.A. Program to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student

who submits work which is not his or her own violates the principle of high standards and jeopardizes his or her right to continue in the M.B.A. Program.

Listed below are the faculty members in each department in the Graduate School of Management.

Accounting

Faculty

Associate Professor Louis Corsini, Chairman of the Department B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Associate Professor Christopher J. Flynn, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Associate Professor Ronald Pawliczek, B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Associate Professor Frederick J. Zappala, B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Assistant Professor J. Stephen Collins, A.B., Boston College; M.S., Northeastern University; Ph.D., Boston College; C.P.A., Massachusetts

Assistant Professor Stanley J. Dmohowski, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Assistant Professor Christi Kay Lindblom, B.S., University of Nebraska; M.A.S., Ph.D., University of Illinois

Instructor George E. Nogler, B.S., Bentley College; M.A., Assumption College; M.B.A., D.B.A. (cand.), Boston University

Instructor Laurie W. Pant, B.A., College of New Rochelle; M.Ed., Emory University; M.B.A., D.B.A. (cand.), Boston University

Instructor David J. Sharp, B.A., M.A., Lincoln College, Oxford University; M.Sc., University of Manchester; Ph.D. Massachusetts Institute of Technology

Lecturer William J. Horne, A.B., A.M., Boston College

Lecturer Robert M. Turner, B.S., LeMoyne College, M.S., Syracuse University; M.B.A., Boston College

Administrative Sciences

Faculty

Professor Walter H. Klein, Chairperson of the Department B.S., M.B.A., Ph.D., University of Pittsburgh

Professor John E. Van Tassel, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Associate Professor David C. Murphy, B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Associate Professor Joseph A. Raelin, A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Assistant Professor Cengiz Haksever, B.S., M.S., Middle East Technical University, Turkey; M.B.A., Texas A&M University; Ph.D., University of Texas

Assistant Professor James F. Halpin, S.J., A.B., A.M., M.S., Boston College; S.T.L., Colegio de San Francisco de Borja: Barcelona; S.T.D., Gregorian University

Assistant Professor Hassell H. McClellan, B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

Assistant Professor Thomas P. Vaughan, B.S., M.B.A., Wayne State University; Ph.D., University of Michigan

Business Law

Faculty

Professor Frank J. Parker, S.J., B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Professor David P. Twomey, B.S., J.D., Boston College; M.B.A., University of Massachusetts

Associate Professor Alfred E. Sutherland, Chairman of the Department B.S., A.M., J.D., Boston College

Assistant Professor Scott F. McDermott, B.A., Colby College; J.D., Boston College

Assistant Professor Patricia A. Norton, B.A., Boston College; J.D., New England School of Law

Computer Science

Faculty

Professor Richard B. Maffei, B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Associate Professor Peter G. Clote, B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Associate Professor Harvey M. Deitel, Chairperson of the Department, B.S., M.S., Massachusetts Institute of Technology; Ph.D., Boston University

Associate Professor James Gips, B.S., M.I.T., M.S., Ph.D., Stanford University

Associate Professor Peter Kugel, A.B., Colgate University; Ph.D., Harvard University

Associate Professor Efrem G. Mallach, B.S.E., Princeton University; M.B.A., Boston University; Ph.D., Massachusetts Institute of Technology

Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Assistant Professor David Ellerman, B.S., M.I.T.; M.A., Ph.D., Boston University

Assistant Professor Howard Straubing, A.B., University of Michigan; Ph.D., University of California at Berkeley

Finance

Faculty

Professor Walter T. Greaney, Jr., A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

Professor Mya Maung, A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Professor Jerry A. Viscione, Chairperson of Department B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

Associate Professor George A. Aragon, A.B., University of California at Los Angeles; D.B.A., Harvard University

Associate Professor John G. Preston, B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Associate Professor Hassan Tehranian, B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Assistant Professor Thomas C. Downs, B.S., Florida State University; M.S., Ph.D., Purdue University

Assistant Professor Nickolaos G. Travlos, B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

Instructor Kathleen Hevert, B.S., University of Delaware; Ph.D. (cand.) University of North Carolina at Chapel Hill

Instructor Robyn McLaughlin, B.A., Swarthmore College; M.B.A., University of Michigan; Ph.D. (cand.), Massachusetts Institute of Technology

Instructor Elizabeth Strock, B.B.A., College of William and Mary; Ph.D. (cand.), University of Massachusetts at Amherst

Lecturer Ronald A. Porter, B.S., Worcester Polytechnic Institute; M.S., Tufts University; M.B.A., Boston College

Marketing

Faculty

Associate Professor Cynthia F. Frey, B.B.A., Western Michigan University; M.B.A., Ph.D., University of Michigan

Associate Professor Joseph Gartner, B.S., University of Connecticut; M.S., University of New Hampshire; Ph.D., Iowa State University

Associate Professor John T. Hasenjaeger, B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Associate Professor Raymond F. Keyes, A.B., Colby College; M.B.A., Boston College

Associate Professor Richard P. Nielsen, Chairman of the Department B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Associate Professor Michael P. Peters, B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Assistant Professor William B. Dodds, B.S., M.S., Clarkson College of Technology; Ph.D., Virginia Polytechnic Institute and State University

Assistant Professor Nicholas Nugent, B.A., M.B.A., University of South Florida; Ph.D., Florida State University

Assistant Professor Gerrit P. van Nederpelt, B.A., M.B.A., Ph.D., Michigan State University

Lecturer Eugene Bronstein, A.B., Dartmouth College; M.B.A., Harvard University

Lecturer Lynn J. Jaffe, B.S.W. Ohio State University; M.B.A., D.B.A. (cand.), Boston University

Organization Studies—Human Resources Management

Faculty

Associate Professor Jean M. Bartunek, R.S.C.J., A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

Associate Professor James L. Bowditch, A.B., Yale University; A.M., Western Michigan University; Ph.D., Purdue University

Associate Professor Dalmar Fisher, B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Assistant Professor Felicia W. Seaton, B.S., M.A., Ph.D., Michigan State University

Associate Professor Judith Gordon, Chairman of the Department A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Associate Professor John W. Lewis, III, A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Assistant Professor Robert J. Thomas, B.A., University of California at Santa Cruz; M.A., Ph.D., Northwestern University



Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March, 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to major in a social work method: clinical social work, community organization/social planning or human services administration on the Master's level; clinical social work or social planning on the Doctoral level. Practice area subconcentrations, including Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work and Gerontology, are also available within the Master's level majors, and a focus on Social Work with the Hearing Impaired is in process.

Professional Program: Master's Level

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of six years, at least one of which must be a year of residence. off-campus Opportunities: A major portion of the part-time component is available at sites in Worcester, Plymouth, and Portland, in addition to Chestnut Hill. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic area.

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and environmental forces that affect human development. Course offerings are:

- Sw 721 Human Behavior and the Social Environment
- Sw 722 Psycho-Social Pathology
- Sw 727 Substance Abuse: Alcohol and Other Drugs
- Sw 821 Small Group Theory
- Sw 824 Structure and Dynamics of the Community
- Sw 827 Ego Psychology
- Sw 828 Organizational Behavior
- Sw 829 Social Work in an Extreme Stressful Environment: The Prison
- Sw 830 Psycho-Social Dimensions of Health and Medical Care
- Sw 831 Human Behavior and the Social Environment of the Aged
- Sw 834 Ethical Issues in Health Care Today
- Sw 839 HBSE Independent Study

Social Work Research

Research is viewed as an action-oriented method of social work intervention to build

knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) (are concerned and knowledgeable about issues, needs, and service delivery problems of at risk groups, and (2) (are able to design and implement research efforts relevant to social work practice with such groups.

Foundation and elective courses include:

- Sw 747 Introduction to Research
- Sw 751 Quantitative Method in Social Work
- Sw 840 Advanced Quantitative Method
- Sw 844 Evaluative Research for Action
- Sw 845-846 Advanced Research Design
- Sw 848 Research Readings in Women's Issues
- Sw 849-850 Research Independent Study

Social Policy and Administration

Foundation courses in the Social Policy and Administration sequence are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation and elective courses, with advanced content focused on Human Services Administration.

- Sw 700 Social Work Practice
- Sw 701 The Social Welfare System
- Sw 702 Social Policy Analysis
- Sw 801 Racism: Dynamics of Social Process
- Sw 805 Issues in Family and Children's Services
- Sw 806 Social Inequality and Policy Policy
- Sw 808 Legal Aspects of Social Work
- Sw 812 Social Policy and Gerontology
- Sw 813 Comparative Policy Analysis and Field Experience
- Sw 818 Forensic Issues for Clinical Social Workers - Focus: Prisoners
- Sw 819 SPA Independent Study

Administration is viewed as the process of setting goals, establishing policies, creating and maintaining the organization, making and implementing plans, and evaluating results. The focus is to produce administrators who are 1) (prepared to maintain a commitment to social work values and goals in administrative practice in middle management and leadership positions, and 2) (knowledgeable about the functioning of formal and informal structures of organizations, and the principal skills and functions of the administrator/manager, particularly in the human service organization. The following requirements for the Administration Major may be supplemented by a variety of management and organizational electives.

- Sw 804 Administrative Processes: Financial Management
- Sw 810 Integrative Seminar in Administration
- Sw 816 Supervision and Staff Management
- Sw 828 Organizational Behavior

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help

them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties, and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice.

The course offerings are:

- Sw 762 Basic Skills in Therapeutic Intervention
- Sw 861 Differential Assessment and Intervention
- Sw 863 Cross-Cultural Clinical Social Work
- Sw 864 Group Therapy
- Sw 865 Family Therapy
- Sw 866 Therapeutic Intervention with the Elderly
- Sw 867 Clinical Social Work Treatment of Children and Adolescents
- Sw 868 Integrative Seminar in Clinical Social Work
- Sw 870 Clinical Social Work Independent Study
- Sw 875 Advanced Family Therapy
- Sw 880 Social Work Practice in Child Welfare*

Community Organization/Social Planning

Community Organization/Social Planning is a method of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a neighborhood, community or region. Community organization is viewed as a method for bringing together and involving citizens in solving such problems, and enabling them to implement social welfare programs or community goals. Social Planning is viewed as a purposeful activity for identifying, designing and implementing programs to effect social change. Course offerings are:

- Sw 786 Survey Course in Organizing and Social Planning
- Sw 788 Principles of Planning
- Sw 790 Social Work in Industry
- Sw 880 Social Work Practice in Child Welfare*
- Sw 881 Planning Theory
- Sw 882 Advanced Seminar in Community Organization/Social Planning
- Sw 884 Strategic Planning
- Sw 886 Social Planning Workshop
- Sw 887 Change and Development of the Urban System: Urban Developmental Planning I
- Sw 897 Planning for Health and Mental Health Services
- Sw 899 CO/SP Independent Study

*Sw 880 combines Clinical Social Work and CO/SP Methodology.

Joint M.S.W./M.B.A. Program

A limited number of students can be admitted to the three-year joint degree program. Candidates must apply to and be accepted by both the School of Social Work and the

Graduate School of Management. One full time year is spent in each school, while the third incorporates joint course and field work.

Accelerated B.A./M.S.W. Program

In cooperation with the College of Arts and Sciences, the School has instituted a Three/Two program whereby a limited number of Psychology and Sociology Majors may combine First Year Graduate Social Work courses and field work with their Junior and Senior studies, receive the B.A. at the end of four years, and then enroll formally for the final year of the M.S.W. Program.

For Sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, Ext. 4024.

For undergraduates the School also offers an introductory course which is not applicable to the M.S.W. degree: Sw 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology, College of Arts and Sciences.

Professional Program: Doctoral Level

The Doctor of Social Work program for M.S.W. practitioners who have demonstrated competence in a practice method is designed to 1) extend the conceptual and empirical boundaries of knowledge about clinical or planning methods of social practice; and 2) integrate research competencies with clinical or planning competencies in order to develop social workers with the capacity for formulating and implementing systematic studies of professional practice.

Six core courses, four specialization courses (clinical or planning), nine dissertation-related credits, and four electives comprise the 51 credits required for the D.S.W. The program, instituted in 1979, is designed for part time study. Courses offered to date include:

- Sw 961 The Philosophy of Professional Practice
- Sw 962 National Public Policy Frameworks in Market and Non-market Nations
- Sw 963 Scientific Inquiry in Social Work
- Sw 964 Statistical Analysis for Social Work Research
- Sw 965 Evaluation of Outcomes in Clinical Practice
- Sw 966 Dissertation Seminar
- Sw 971 Doctoral Seminar in Clinical Practice I
- Sw 972 Empirical Clinical Practice

- Sw 973 Comparative Models of Intervention
- Sw 974 Issues in Clinical Social Work Practice
- Sw 976 Ego Psychology and Clinical Practice
- Sw 981 Social Planning Models: Congruence and Evaluation
- Sw 982 Participatory Dynamics of Social Planning
- Sw 983 Planning for Specific Intervention Domains I
- Sw 984 Planning for Specific Intervention Domains II

Independent Studies, Tutorials, Teaching Labs, Dissertation Direction and Professional Workshops by arrangement.

Continuing Education

The Bureau of Human Services Education and Research offers workshops, seminars, institutes and short courses in a wide variety of subject areas for human services professionals. Continuing Education Units associated with these offerings will be applicable to pending Massachusetts Social Work Licensing requirements. The Bureau also conducts research on social work personnel, public social services, and current areas of interest such as the relationships between family and workplace systems.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

Faculty

Professor Edmund M. Burke, A.B., Champlain College; M.S.W., Boston College; Ph.D., University of Pittsburgh

Professor Demetrius S. Iatridis, A.B., Washington Jefferson College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr

Professor Richard A. Mackey, Director, Doctoral Program A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W., Catholic University of America

Professor Carolyn Thomas, B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University; D.S.W., Smith College School for Social Work

Associate Professor Dwight S. Adams, A.B., University of Michigan; M.S.W., University of Michigan Graduate School of Social Work; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

Associate Professor Robert L. Castagnola, Chairman, Social Casework B.S.S.S., Boston College; M.S.W., Boston College School of Social Work

Associate Professor Geraldine L. Conner, Chairwoman of Research A.B., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University

Associate Professor Albert F. Hanwell, M.S.W., Boston College; Assistant Dean, Graduate School of Social Work

Associate Professor Erick R. Kingson, B.A., Boston University; M.P.A., Northeastern University; Ph.D., Brandeis University, The Florence Heller School for Advanced Studies in Social Welfare

Associate Professor Kathleen O'Donoghue, B.S., Emmanuel College; M.S.W., Boston College; M.S.H., Harvard School of Public Health

Associate Professor Elaine Pinderhughes, Chairman, Human Behavior and the Social Environment A.B., Howard University; M.S.W., Columbia University

Associate Professor Nancy Veeder, A.B., Smith College; M.S., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University

Associate Professor Leon F. Williams, B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Adjunct Assistant Professor Ann Burns, B.S., St. Louis University; M.S.W., Howard University

Assistant Professor Barbara Nicholson, B.A., LeMoyne College; M.S.W., Syracuse University of Social Work; Ph.D., Smith College School of Social Work

Assistant Professor Robert J. Taylor, B.A., Northeastern University; M.S.W., M.A., Ph.D., University of Michigan

Law School

The Trustees of Boston College, with the active support and cooperation of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was begun on September 26, 1929, and the first class was graduated on June 15, 1932. In September 1975, Boston College Law School moved to the Newton campus which has extensive academic, administrative and service facilities.

Pre-Legal Studies

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study which can relate to subsequent legal education.

Admission Requirements

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT).

Boston College Law School admits students without regard to sex, race, color, age, natural or ethnic origin or handicapped status.

Admission Procedure

Application must be made upon the official form; and, as noted therein:

1) Official transcripts of *all* collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.

2) Two recommendation forms issued by the Law School or two letters of recommendation, if preferred, must be sent to the Committee on Admissions.

3) The applicant must submit the Law School Application Matching Form, which is found in each applicant's LSAT/LSDAS registration packet, with the Application to Boston College Law School.

4) Decisions made by the Committee on Admissions will be mailed to applicants commencing in December. The application fee is not refundable.

5) Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due and payable by June 1. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.

6) First semester tuition and charges must be fully paid by August 10, or a date set in the tuition bills, in order to retain a place in the entering class. Arrangements can be made to waive this requirement under special circumstances by contacting the Director of Admissions.

Registration for Bar Examination

Each student intending to take a state bar examination should determine, by writing to the secretary of the Board of Bar Examiners of that state, the standards and requirements for admission to practice. Some states require a student, prior to or shortly after beginning the study of law, to register with the Board of Bar Examiners of the state in which he or she intends to practice. The Assistant Dean's office has bar examination information available.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the present rate of \$450 per credit hour.

Advanced Standing

An applicant who basically qualifies for admission and who has satisfactorily completed part of his or her legal education in another AALS-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College which immediately precede the awarding of the degree will be required. Relatively few students with advanced standing are admitted each year. Each transfer applicant must submit a transcript of his or her law school record, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications must be received by July 1 from those wishing to enroll for the fall semester.

Aid Programs

Awards are made on a need basis. Other than Presidential Loan Funds and a limited number of tuition remission awards, all financial aid programs are administered by the University's Office of Financial Aid. Applicants wishing to be considered for federal and other aid programs may obtain the necessary applications and financial statements by writing to the Office of Financial Aid, Lyons Hall, Boston College, Chestnut Hill, Ma. 02167.

Joint J.D.—M.B.A. Program

The School of Management and the Law School at Boston College have a joint J.D.—M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admissions Office.

Other Joint Degree Programs

The Law School has no other formal joint degree programs. It, however, encourages

individual students who may be interested in joint degree programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area, to propose a program to the Law School's Associate Dean for Academic Affairs. An average of six or more students each year are in programs that have been developed by students with the approval of the two schools involved.

In addition to the above, students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of Registration.

Tuition for joint programs is separately arranged.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Law School Bulletin which may be obtained by writing to the Director of Admissions, Boston College Law School, 885 Centre Street, Newton, Ma. 02159.

Faculty

Professor Hugh J. Ault, A.B., Harvard University; LL.B., Harvard University Law School

Professor Charles H. Baron, A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University Law School

Professor Arthur L. Berney, A.B., University of Virginia; LL.B., University of Virginia Law School

Professor Robert C. Berry, A.B., University of Missouri; LL.B., Harvard University Law School

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Professor Peter A. Donovan, A.B., Boston College; LL.B., Boston College Law School; LL.M., Georgetown University; LL.M., Harvard University Law School

Professor John M. Flackett, LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge; LL.M., University of Pennsylvania

Professor Sanford J. Fox, A.B., University of Illinois; LL.B., Harvard University Law School

Professor James L. Houghteling, A.B., Yale University; LL.B., LL.M., Harvard University Law School, M.P.A., Harvard University Graduate School of Public Administration

Professor Richard G. Huber, B.S., U.S. Naval Academy; LL.M., Harvard University Law School; J.D., State University of Iowa

Professor Sanford N. Katz, A.B., Boston University; J.D., University of Chicago Law School

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Professor Zygmunt J. B. Plater, A.B., Princeton University; J.D., Yale Law School; LL.M., University of Michigan Law School

Professor Emil Slizewski, A.B., Boston College; LL.B., Boston College Law School

Associate Professor Robert M. Bloom, B.S., Northeastern University; J.D., Boston College Law School

Associate Professor Mark S. Brodin, B.A., Columbia College; J.D., Columbia Law School

Associate Professor Scott FitzGibbon, A.B., Antioch College; J.D., Harvard University Law School

Associate Professor Sharon Hamby, A.B., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University Law School

Associate Professor Ruth-Arlene Howe, A.B., Wellesley College; S.M., Simmons College; J.D., Boston College Law School

Associate Professor Thomas C. Kohler, A.B., Michigan State University; J.D., Wayne State University School of Law

Associate Professor James S. Rogers, A.B., University of Pennsylvania; J.D., Harvard University Law School

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Assistant Professor Robert J. Cottrol, A.B., Ph.D., Yale University; J.D., Georgetown University

Assistant Professor Phyllis Goldfarb, B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University Law Center

Assistant Professor Judith A. McMorro, B.A., B.S., Nazareth College; J.D., University of Notre Dame

Assistant Professor James R. Repetti, B.A., Harvard College; M.B.A., J.D., Boston College

Adjunct Assistant Professor Alexis Anderson, A.B., Wake Forest University; M.A., J.D., University of Virginia Law School

Adjunct Assistant Professor Carol Bensinger Liebman, A.B., Wellesley College; A.M., Rutgers University; J.D., Boston University School of Law

Adjunct Assistant Professor Paul R. Tremblay, B.A., Boston College; J.D., University of California, Los Angeles

Adjunct Instructor Joan Blum, A.B., Radcliffe College; J.D., Columbia Law School

Adjunct Instructor Mary Ann Chirba-Martin

Adjunct Instructor Jane K. Gionfriddo, B.A., Wesleyan University; J.D., Boston University

Adjunct Instructor Reed Elizabeth Loder, A.B., M.A., Ph.D., Boston University; J.D., University of Connecticut

Adjunct Instructor Francine T. Sherman

Summer Session

With its wide range of accredited courses and special programs, the Boston College Summer Session answers the educational needs of a broad spectrum of students at every level—those already in degree programs, at Boston College and at other institutions, but also academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The convenient suburban setting and extensive facilities for housing and recreation place the Summer Session in a unique position to provide the student with an ideal environment for summer study. Although the student body is highly diversified, all intermingle successfully, enjoying a relaxed and enthusiastic faculty, smaller classes, and the summertime beauty of the campus.

The summer program takes place within two intensive six-week periods beginning in early May in which credits earned per course are equivalent to one semester of the regular academic year.

Admission

Under a policy of "Open Admissions," the Summer Session welcomes all students, and no academic records need be submitted. However, because formal application is not required, students should not confuse registration in the Summer Session with admission to regular University standing, either in graduate or undergraduate programs.

As in the case with the rest of the University, Boston College Summer Session is coeducational and admits students of any race, creed, color, handicap, and national or ethnic origin.

Graduate Students

Visiting graduate students should possess the Bachelor's degree and are welcome to register for summer courses provided they observe any applicable course restrictions where they appear.

Boston College graduate students in degree programs should consult with their advisors before registering to make sure their summer course selections are consistent with their degree requirements.

Information

For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, Boston College, Chestnut Hill, Massachusetts 02167.

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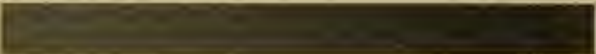
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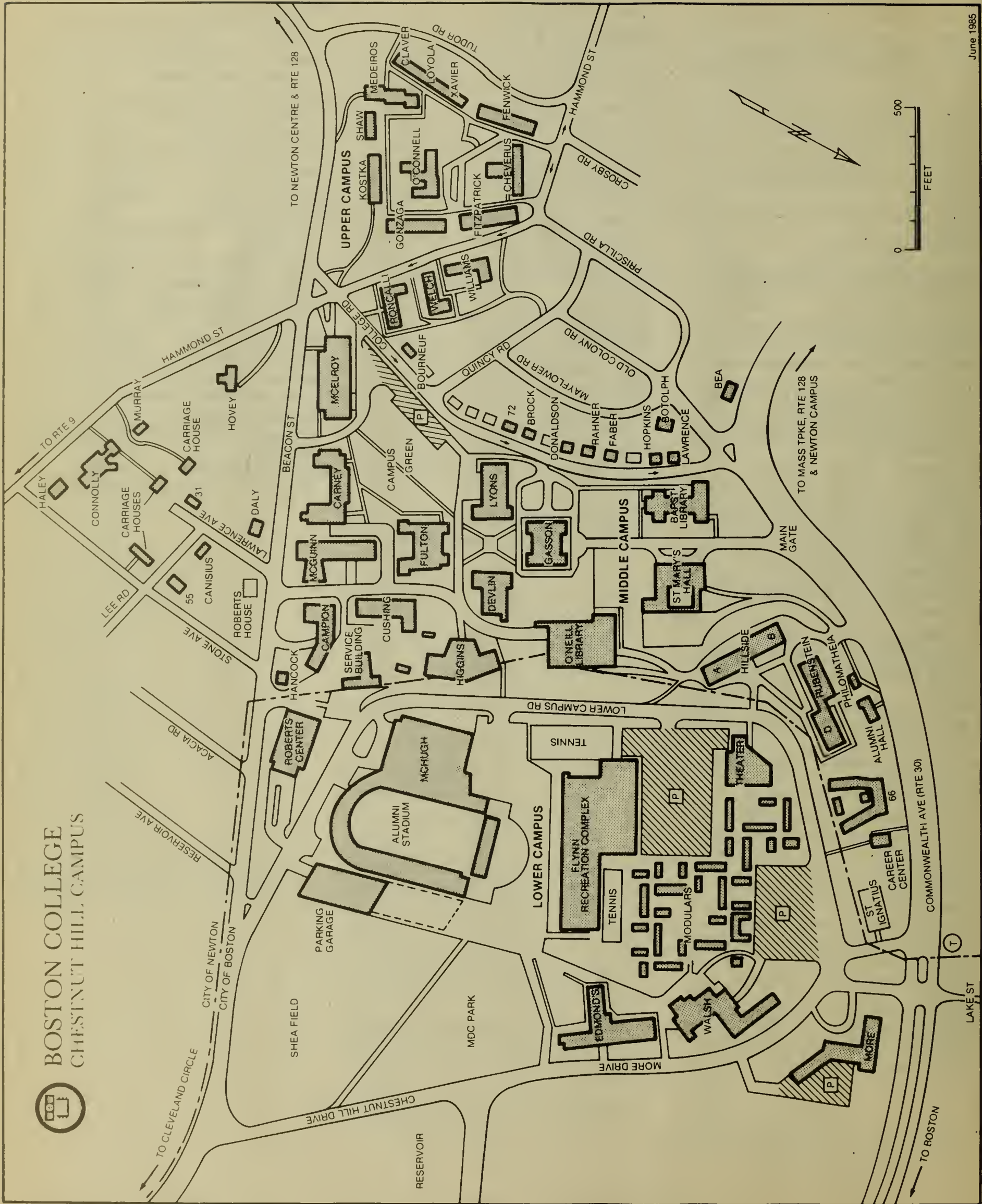
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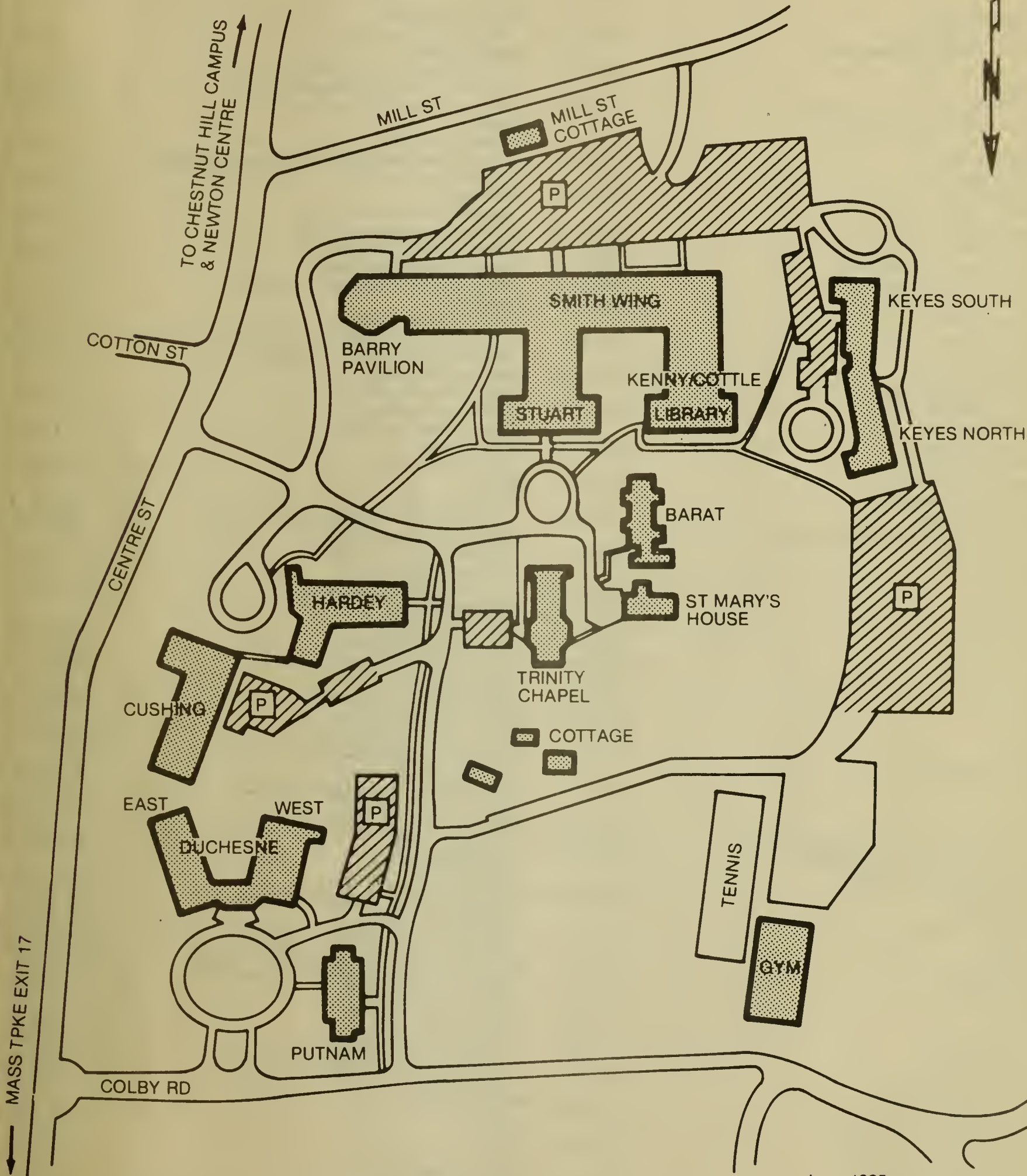


June 1985

BOSTON COLLEGE
CHESTNUT HILL CAMPUS



BOSTON COLLEGE NEWTON CAMPUS



June 1985

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Administrative Sciences Department Walter Klein, <i>Chairman</i>	Fulton 214	Honors Programs Arts and Sciences: David Gill, S.J.	Gasson 111
Admissions Undergraduate: Charles Nolan, <i>Director</i> Graduate: Department Chairpersons	Lyons 120	Education: <i>Associate Dean</i> Edward Smith	Campion 104A
AHANA Donald Brown, <i>Director</i>	Gasson 104	Management: Eugene Bronstein	Fulton 100
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Biology Department R. Douglas Powers, <i>Chairman</i>	Higgins 321	Law School Daniel Coquillette, <i>Dean</i>	Stuart M309
Career Center Marilyn Morgan, <i>Director</i>	38 Southwell Hall	Law Department (Business Law) Alfred Sutherland, <i>Chairman</i>	Fulton 403
Center for East Europe, Russia and Asia Raymond A. McNally, <i>Director</i>	Carney 171	Library Reference Department John C. Stalker, <i>Chief Reference Librarian</i>	O'Neill Library
Chemistry Department T. Ross Kelly, <i>Chairman</i>	Devlin 223	Management John Neuhauser, <i>Dean</i> Justin Cronin, <i>Undergraduate Associate Dean</i> William Torbert, <i>Graduate Associate Dean</i>	Fulton 405 Fulton 306 Fulton 219
Classical Studies Department Eugene Bushala, <i>Chairman</i>	Carney 124	Marketing Department Richard Nielsen, <i>Chairman</i>	Fulton 301E
Computer Science Department Peter Kugel, <i>Chairman</i>	Fulton 406	Mathematics Department Robert Bond, <i>Chairman</i>	Carney 317
Counseling and School Psychology Program Francis Kelly, <i>Director</i>	McGuinn 314	Music Program Olga Stone, <i>Director</i>	St. Mary's House, Newton
Counselors Janet Eaton Christopher Flynn John Hennessey Weston Jenks Timothy Kochems Christine Merkle Suze Prudent Anne Pulsifer David Smith Eugene Taylor	Fulton 205 Cushing 102 Gasson 108 Gasson 108 Campion 301 Fulton 201 Gasson 108 Campion 301 Gasson 108 Fulton 205	Nursing Mary Sue Infante, <i>Dean</i> Laurel Eisenhauer, <i>Undergraduate Chairwoman</i>	Cushing 203 Cushing 218
Economics Department Harold Petersen, <i>Chairman</i>	Carney 131	Organizational Studies Program John W. Lewis, III, <i>Director</i>	Fulton 219
Education Mary Griffin, <i>Dean</i> Edward Smith, <i>Associate Dean (Undergraduate)</i> Alec Peck, <i>Associate Dean (Graduate)</i>	Campion 103 Campion 104A Campion 103	Philosophy Department Joseph Flanagan, S.J., <i>Chairman</i>	Carney 272
Educational Foundations Program John Walsh, <i>Director</i>	Campion 310	Physics Department Rein Uritam, <i>Chairman</i>	Higgins 355
English Department E. Dennis Taylor, <i>Chairman</i>	Carney 450	Political Science Department David Manwaring, <i>Chairman</i>	McGuinn 219
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Finance Department Jerry Viscione, <i>Chairman</i>	Fulton 310	Religious Education Program Claire Lowery, <i>Acting Director</i>	31 Lawrence Ave.
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Fine Arts Department Kenneth Craig, <i>Chairman</i>	Barry 216	Slavic and Eastern Languages Department Lawrence Jones, <i>Chairman</i>	Carney 238
General Management Program Justin Cronin, <i>Director</i>	Fulton 219	Social Work Graduate School June Hopps, <i>Dean</i>	McGuinn 132
Geology and Geophysics Department J. Christopher Hepburn, <i>Chairman</i>	Devlin 215	Sociology Department John Williamson, <i>Chairman</i>	McGuinn 416
Germanic Studies Department Christopher Eykman, <i>Chairman</i>	Carney 325	Special Education and Rehabilitation Program John Eichorn, <i>Director</i> Sherrill Butterfield, <i>Deaf/Blind Program</i> Richard Jackson, <i>Visually Handicapped Program</i>	McGuinn B14 McGuinn B24 McGuinn B26
Graduate Arts and Sciences Donald White, <i>Dean</i> James M.O'Neill, <i>Assistant Dean for Administration</i>	McGuinn 221A McGuinn 221C	Speech Communication and Theater Department Donald A. Fishman, <i>Chairman</i>	Lyons 214B
		Student Accounts and Loans Joyce King, <i>Director</i> John Brown, <i>Collection Manager</i> Kathy Mundhenk, <i>Administrative Analyst</i> Pat Palleschi, <i>Student Accounts Supervisor</i>	More 302 More 302 More 302 More 302
		Summer Session James Woods, S.J., <i>Dean</i>	Fulton 314
		Theology Robert Daly, S.J., <i>Chairman</i>	Carney 418
		University Registrar Louise Lonabocker, <i>Registrar</i>	Lyons 101
		University Chaplain John A. Dineen, S.J.	McElroy 215

Academic Calendar 1986-87

First Semester

August	30 Saturday	Freshman and Transfer Orientation
September	to 2 Tuesday	
September	2 Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit
September	3 Wednesday	Classes begin Faculty Convocation
September	3 Wednesday	Drop/Add period for all undergraduates
September	to 9 Tuesday	
September	10 Wednesday	Registration for Graduate students in Arts and Sciences, School of Management, and School of Social Work
September	to 16 Tuesday	
September	15 Monday	Financial Clearance for undergraduates
September	to 19 Friday	
September	17 Wednesday	Confirmation of Registration for Law School students
September	to 18 Thursday	
October	13 Monday	Columbus Day—no classes
November	7 Friday	Last date for undergraduates to file change-of-major forms
November	10 Monday	Undergraduate Registration period for Spring 1987 courses
November	to 24 Monday	
November	11 Tuesday	Veterans Day—no classes
November	26 Wednesday	Thanksgiving holidays
November	to 28 Friday	
December	1 Monday	Last date for official withdrawal from a course or from the University
December	1 Monday	Last date for graduate students to sign up for January graduation
December	10 Wednesday	Study days—no classes for undergraduates
December	to 11 Thursday	
December	11 Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for January graduation
December	12 Friday	Final examinations
December	to 19 Friday	

Second Semester

January	12 Monday	Freshman and Transfer Orientation
January	to 13 Tuesday	
January	13 Tuesday	Registration for all unregistered students. Last date for those registered to withdraw with full tuition credit
January	14 Wednesday	Classes begin
January	14 Wednesday	Drop/Add period for all undergraduates
January	to 21 Wednesday	
January	19 Monday	Martin Luther King Day—no classes
January	21 Wednesday	Registration for Graduate students in Arts and Sciences, School of Management, and School of Social Work
January	to 27 Tuesday	
January	26 Monday	Financial Clearance for undergraduates
January	to 30 Friday	
January	28 Wednesday	Confirmation of Registration for Law School students
January	to 29 Thursday	
February	16 Monday	Washington's Birthday—no classes
February	23 Monday	Last date for graduate students to sign up for May graduation
March	2 Monday	Spring Vacation
March	to 6 Friday	
April	1 Wednesday	Last date for undergraduates to file change-of-major forms
April	2 Thursday	Undergraduate Registration period for Spring 1987 courses
April	to 15 Thursday	
April	7 Tuesday	Last date for official withdrawal from a course or from the University
April	17 Friday	Easter Recess
April	to 20 Monday	
April	21 Tuesday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
April	28 Tuesday	Study days—no classes for undergraduates
April	to 29 Wednesday	
April	30 Thursday	Final examinations
May	to 7 Thursday	
May	18 Monday	Commencement

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